

# JUNIOR ENGLISH IN ACTION

•  
BOOK THREE

CURRICULUM

TRESSLER


REVISED EDITION

YRANGIL

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# Junior English in Action

*Book Three*

Revised Edition

BY

J. C. TRESSLER

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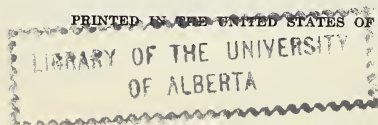
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## PREFACE

### Purpose

The purpose of Books One, Two, and Three of *Junior English in Action* is to stimulate, entice, and help pupils to live more fully and helpfully by developing skill in speaking, writing, listening, and reading. Because many boys and girls who are alive and wide-awake at a party or football game, in the swimming pool, or on the basketball court are dull, boring, soporific when they converse or write, emphasis is placed on valuing one's experience, observing and investigating, thinking straight, and expressing ideas in vigorous, animated, vivid, effective English.

Not by accident is *In Action* a part of the title. True to its name, *English in Action* provides (1) a maximum of examples and activities and a minimum of theory and rules; (2) training in using dynamic English in the ordinary relationships of school, home, and community and in integrating the active life and the intellectual activities of pupils; and (3) preparation for meeting intelligently and effectively the language situations of later life.

A major objective in preparing this new edition of *Junior English in Action* was to translate into classroom activities the suggestions and specifications of *An Experience Curriculum in English*. A real problem for any teacher is to dispel the pupil's notion that his own experiences are without value and to develop an ability to see in everyday incidents stories in which others will be interested. Frequently some situation in the school or in the classroom itself offers the finest opportunity for practice in both speaking and writing. Such a situation not only provides practice but shows the pupil

the value of his own experiences and increases his power of observation, imagination, and reflection.

### Individual Differences

Book Three, which is intended for the first year of a four-year high school or the last year of a junior high school, provides abundant material for the normal pupils of the grade. Probably there will not be time for all the language activities suggested. In that case the teacher has an opportunity to select. Slow pupils in a class may omit exercises or the more difficult sentences at the end of exercises. Slow classes should, and normal classes may, omit one or more units or sections — for example, the section on the complex sentence.

### Conversation

Because conversation is more natural than writing, the starting point in teaching English is conversing. The conversation unit, the first one in each book of the series, makes the pupils speech conscious, helps them to form desirable language habits, and prepares for other types of speaking and for writing. All the *In Action* books train pupils to think clearly, act courteously and sensibly, and speak correctly and effectively in social situations.

### Explanation, Example, Activity

The explanations in *Junior English in Action* are simple and informal and are commonly based on the illustrations. In the presentation of a topic in expression there are regularly three steps: (1) brief explanation, motivation, advice, guidance, assistance; (2) the discussion of an example, preferably from a pupil's composition; (3) practice based on such a large number and wide variety of suggestions that every pupil will find at least one topic of interest to him. A usual procedure in explaining a grammatical point is to ask a question about three or four sentences; to help the pupil to answer the question; to derive a simple rule, definition, or

generalization; to add a model to show the pupil just how to go to work; and then to give him an abundance of practice.

### Platform

Twelve planks in the platform on which *Junior English in Action* is built are:

1. Explanation without illustration and practice is valueless. Paragraphs of abstractions terrify but do not enlighten pupils. Learning is an aspect of doing. Pupils apply ideas, rules, and principles only if given abundant practice in application. To teach spelling rules, for example, is a waste of time unless the teacher provides a great deal of practice in applying the rules to the spelling of troublesome words.

2. Good speech and writing habits are more to be desired — and harder to secure — than a knowledge of correct forms.

3. Practice is of little value unless or until a person sees a need for it. By practicing swinging a golf club, a boy acquires skill only if he desires to learn to play golf and has clearly in mind what he is to learn. Because in many schools motivation is half the English problem, a textbook should show the practical value of the work to be done; base the speaking and writing on boys' and girls' interests; provide for study picturesque, lively, informing sentences, paragraphs, and reports; and prepare for projects which motivate drill and give practice in applying in normal communication what is learned during the drill period.

4. As an example or model, a good piece of pupil writing is ordinarily more stimulating than a literary masterpiece, since it sets a standard which the pupil can hope to reach and provides a measuring stick which he can use. A teacher should not "hold up a picture of the Colosseum and say, 'Go make a woodshed like it.'" The models in this textbook are, with few exceptions, the speaking and writing of boys and girls in junior high school or the first year of a four-year high school.

5. The aims in grammar teaching are to help pupils (1) to write and speak correct sentences, (2) to construct varied, effective sentences, (3) to punctuate correctly, and (4) to extract thought from the printed page. Grammar has been reduced to the lowest terms compatible with learning to speak, write, and read.

6. The best way to study grammar is by applying it. Pupils learn grammar rapidly and thoroughly when they use it in building varied sentences. In Book Three the grammar studied is applied immediately in the building of correct, varied, effective sentences, punctuating sentences, and reading sentences. When a pupil learns to recognize and use adjective clauses, he practices punctuating them. After such drill he thinks of punctuation as applying grammar to make ideas clear, not as a game of chance. Preliminary practice in recognizing grammatical elements is introduced only when it is necessary to prevent floundering in the application of grammar to the building of correct, effective sentences.

7. The criteria for the selection of drill material and the determination of how much emphasis should be placed on each point selected are the frequency of use and the frequency, persistency, and social seriousness of error. Only errors to which society attaches a penalty are included.

8. An English textbook should furnish training in the language activities ordinarily carried on in school and also in well-selected activities paralleling present and future out-of-school experiences. Because the average person talks approximately one hundred times as much as he writes, a high percentage of the composition work in school should be oral. Book Three places major emphasis on the types of speech and writing most frequently used: conversing, telephoning, listening, reading, summarizing, explaining, telling stories, sharing experiences, discussing, making decisions, persuading, taking notes, making reports, and writing social and business letters. These activities stimulate pupils to search in various fields for suitable subject matter and thus get pupils into the

habit of correlating English with the social studies, general science, the industrial arts, and other subjects.

9. Creative expression — that is, translating experience into words in order to share what is too good to keep to oneself — is a vital and valuable part of an English program.

10. A maintenance program is essential in effective English instruction. Not only do pupils need review to prevent forgetting and to relearn what has been forgotten, but also with maturation they are ready for the application of a principle — for example, the agreement of verb and subject — to more difficult examples.

11. Intelligent self-appraisal is necessary in the development of skill. In Book Three standards for judging various kinds of work, pupil models, and tests encourage and guide pupils in the measurement of their own progress and achievement.

12. The best way to help pupils to learn what they need to know about grammar, spelling, punctuation, capitalization, and the effective sentence is to “test, teach, test, teach, test, teach to the point of mastery.” Half-knowledge is of little value.

### Tests

Because testing is an essential part of teaching, the text contains many varied diagnostic and mastery tests so constructed that either the teacher or the pupils can score them quickly and accurately. To provide an opportunity for re-testing I have included two equally difficult forms of a test. In his own way each teacher will use these tests to discover initial ability, to stimulate progress, and to measure achievement.

### Progress Graph

Inside the back cover is a model for a progress graph. The teacher may have every pupil, using this as a guide, draw a progress graph and enter on it his per cent in each test.

Pupils enjoy worth-while work when they know that they are mastering their problems. The progress chart should be both a record and a stimulus.

### **Language Activities and Handbook**

Believing that no two teachers will wish to present the work in exactly the same order, I have divided the book into two sections, "Speaking and Writing Activities" and "The Sentence and the Word." Part II, the Handbook, provides drill on the fundamental language skills for those who need it and is a reference book on correct usage for young speakers and writers. This arrangement and a full index and table of contents make it easy for the teacher to find the drill exercise which the class most needs at the hour and to use it as a preparation for the speaking and writing. The arrangement also enables a pupil at work on a project to find help in building correct, clear, forceful sentences.

### **Functional or Instrumental Grammar**

Learning to speak and write entirely by ear is, like learning to play the piano by ear, a superficial method. A person so trained never knows whether his sentences are well or badly built. One who understands functional grammar is sentence-sure. For this reason Book Three provides for a thorough review of the instrumental grammar taught in the seventh and eighth years and for advanced work. One hundred forty-one pages on the simple sentence precede the introduction of the compound and the complex sentence.

### **Acknowledgments**

To hundreds of friendly critics in widely scattered schools I am grateful for ideas and material. Mrs. Marie Stigers, a librarian of the Richmond Hill High School, New York City, read the manuscript of the library unit and suggested a number of ways of making it more useful to teachers and pupils.



To Miss Evelyn Sprado, Richmond Hill High School, and to Miss Ruth E. Taylor, I am indebted for valuable assistance.

In the preparation of a textbook my wife, Edith Howard Tressler, as adviser, critic, and helper, always plays an important role.

J. C. TRESSLER



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*PART I*

SPEAKING AND WRITING  
ACTIVITIES



## UNIT 1

### CONVERSING

#### Why Learn to Converse?

You have doubtless at some time found yourself in a group of strangers, perhaps at a party, and felt embarrassed and tongue-tied. The silence was deadly. Didn't you strive frantically to think of something to say? Every idea you thought you possessed had fled, and you could only gasp, "Isn't it hot?" And then someone said, "Oh, yes," very quickly and finally. After that the silence set in worse than before. Perhaps it is not often quite so bad as that, but we have all had uncomfortable experiences of that kind. How we admire the person who can instantly think of the right topic to set the entire group talking, the person who always knows something really interesting to say! Such a person we call a charming conversationalist.

Good speech is valuable to the boy or girl who wishes to earn money. Next to personal appearance the world notices one's power to converse. When a boy applies for a position, the employer must form his estimate of the applicant from his appearance, his manners, and his speech. If the boy wears a soiled collar and unshined shoes, if he sits while girls stand, if he lounges in his chair or stands lazily, if he speaks in harsh tones, with "He done," "I seen," "He don't," "Wadyetink?" and the like in his conversation, the employer will think him careless, slipshod, and ignorant.

French boys and girls have only pity or contempt for the youth who does not learn to speak and write his mother tongue correctly. They pity him if he is too dull to learn and despise him if he is too lazy to master his mother tongue. In the United States a duty of every boy and girl is to learn to speak and write correct English.

One duty lies on old and young:  
With filial piety to guard  
The glory of the English tongue.

### Learning the Game

No one ever learned to play tennis just by watching others play, by talking about the game, or by lazily batting a tennis ball around a court. No one learns to swim without diving into the water and paddling and kicking with all his might. When one learns to skate, dive, or play basketball, he puts into the sport every ounce of nerve and muscle he has. Halfhearted work accomplishes little.

Therefore the first and most important rule for learning to speak and write English is: Always use your best English, voice, and enunciation. If in daily conversation in school, at home, and on the street you speak distinctly, pronounce your words correctly, and use a pleasing voice and clear, correct, pointed, forceful English, you will make good speech a habit and without thinking about your English will speak well when applying for a position, asking for promotion, or making a sale.

### Playing the Game

In baseball a fielder both catches and throws the ball, and every player works for the success of the team. So



in the game of conversation everyone should be a good catcher or listener, but should also feel that he, as a member of the group, is responsible for keeping the conversational ball moving.

One who listens attentively shows himself well-bred and also gains ideas from everyone he meets. A good listener may encourage a shy person in the group to talk by asking a question that will draw him out: "Marion, what do you think of our forming a Good English Club?" "What did you do during your vacation, Harry?" "Herbert, how did you learn to drive a car?" "What is your favorite game, Ethel?" Questions about private or personal matters, such as "How much did you pay for that hat?" "What is your salary?" "Did you buy that dress or make it?" are, as a rule, to be avoided.

But listening and asking questions alone do not make a good talker; one must have something to say. Probably the best preparation for conversation is reading, for the person who is "well read," who knows what is going on in the world, is able to talk pointedly on most of the topics about which people converse. To have something to say in conversation read books and magazines about games, inventions, scientific discoveries, adventure, animal life, outdoor life, famous people, and school life, learn to play games and do many kinds of useful work, and keep your ears and eyes open for humorous or interesting scenes or unusual happenings.

When you have the floor, keep to the subject of discussion unless there is a good reason for changing it. Don't talk just for the sake of airing your knowledge. Try to interest all in the group.

### *Activity 1*

1. Which of these eighteen topics can you talk about intelligently?

1. Recent motion pictures. 2. Recent scientific experiments. 3. Recent inventions. 4. Recent books. 5. The school football (or any other) team. 6. The most exciting sports event this term. 7. Aviation. 8. Dogs. 9. Hiking. 10. Camping. 11. How to study. 12. The best automobile in its class. 13. Tobogganing. 14. Hockey. 15. Unusual radio programs. 16. Apple-raising. 17. How to bake a cake. 18. The enemies of trees.

2. What are five other topics on which you are able to converse?

3. What are five topics on which you are uninformed but about which you would like to be able to talk well? Where would you go for information on these topics?

### *Activity 2*

On the following topics be ready to say something worth listening to. In class conversation turn about in your seat, if necessary, to face the majority of the class, and speak so distinctly that the pupil farthest from you will easily understand every word (Handbook, pages 448-456). The leader (a pupil or the teacher) will start the conversation and change the subject when the talk lags. Speak up on every subject without the leader's asking you questions.

In the class conversation perhaps your teacher will sometimes divide you into groups and select a leader for each group.

1. What famous living person do you most admire? Why?

2. If you had a thousand dollars given to you, what would you do with it?

3. What standards do you use in judging a book you have read?

4. How important is conversation in our social life? In business? In politics? In a profession?

5. Should we habitually use slang in conversation? Why?

6. What entertaining and worth-while moving pictures have you seen recently?

7. What services should a pupil perform for his school?

8. It has been estimated that seventy men out of a hundred are in the wrong job. How should a pupil decide on a job, business, or profession? When?

9. In school is it right to shield offenders? Why?

10. How did you spend your vacation? What interesting or educational experiences did you have?

11. Are you going to college? Why? To what college? How did you select it?

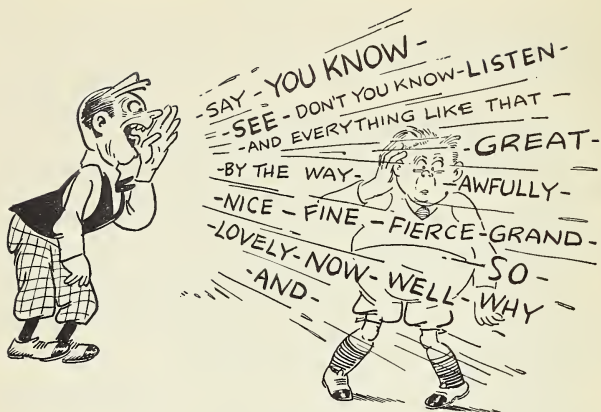
12. Compare our school with other junior high schools. What can we do to improve it?

### Distinctness

Speak clearly if you speak at all;

Carve every word before you let it fall.

If you were a famous explorer, aviator, or statesman, people would listen eagerly to every word you spoke. Since most people do not lend the same flattering attention to the utterances of lesser mortals, you must, if you are just an ordinary person, make it easy for everyone to understand you. When you talk at the dinner table or to the class, open your mouth to let the sound out, speak every word clearly, and cut the words apart. Pronounce distinctly the last sound of each word and the last word of each sentence.



### Overworked Expressions

You're fond of your friends; treat them kindly. Everybody likes variety. Don't submit your friends to a steady conversational diet of *see, say, listen, you know, don't you know, and everything like that, by the way, awfully, great, grand, nice, fine, fierce, lovely, now, well, why, so, and*. All these words and expressions, and many others like them, have earned a vacation. Let them rest in peace (Handbook, pages 422-427). Form the habit of hearing your voice and words and criticizing your speech.

### Using Vivid Adjectives

On his canvases an artist uses crimson, blue, green, yellow, violet — all the lovely colors in the spectrum — to help him achieve a beautiful or striking effect. Words, particularly adjectives, are your colors; and with them you can make your listeners see what you wish. Be a word artist. "Tattered, faded blue ging-

ham dress" and "fat, curly-haired, brown-eyed baby" paint clear pictures for your listeners; "blue dress" and "nice baby" do not.



### *Activity 3*

In answer to the question "What of interest have you seen recently?" picture to the class briefly but vividly a person, an animal, or a thing. Use one of the following suggestions or a topic of your own choice. Speak distinctly. Avoid overworked expressions. Select vivid, colorful adjectives, and make your audience see what you saw.

1. A policeman. 2. A dog. 3. An attractive or unusual room. 4. An old man or woman. 5. A gypsy. 6. A corner of your garden. 7. A sunrise or sunset. 8. A waitress. 9. Your doctor. 10. A peculiar hat or dress.

### *Activity 4*

What was the most important news of the past week? Why was it more important than any other

news? Get your information out of newspapers or such magazines as the *Literary Digest* and *Time*. Speak distinctly. If you stop between sentences to think what to say next, don't let your voice run on in an *ur-r*; turn it off. Avoid overworked expressions. Help the chairman by speaking up as soon as you have a chance.

### Associates

Conversation is like the measles or chicken pox — contagious. If your friends are ungrammatical, vulgar,



*Courtesy Netherlands Railways*

### CONVERSATION IN HOLLAND

Two fishermen of Marken are conversing good-naturedly.

coarse, or profane, it will be hard for you to become a clear, forceful speaker. To improve rapidly your tennis game, play with someone who can beat you. He will call out the best that is in you and show you how to play a better game. Likewise, associate with good conversationalists if you would speak well.

### *Activity 5*

Listen for mistakes in pronunciation or grammar in the conversation of junior and senior high school pupils and intelligent and educated men and women. When in doubt, consult your Handbook (pages 247-466). Jot down the errors you hear, bring them to class, and be prepared to correct the errors and to give a reason for each change.

Perhaps the class will continue to watch for mistakes and each day place in the Error Box the mistakes seen or heard. Once a week these errors are discussed.

Contests between two halves of a class are often exciting. A side scores by reporting an error made by a member of the other side and correcting the error, and is penalized for reporting a correct sentence as an error.

### *Courtesy*

Do you know the etiquette of good conversation? Here are a few important rules.

1. No matter how important you may think your contribution, never interrupt the person speaking.

2. Avoid contradictory statements such as "You're all wrong" or "I know that's not true." Say instead, "That is interesting, because I had always thought —" or "Is that so? It seems to me —."



3. Don't monopolize the conversation. Conversation is an interchange of ideas and hence is impossible when one person talks all the time.

4. Don't address your attention to one person in the group to the exclusion of all others. If what you have to say will be interesting to all, be unselfish and share it with the rest. If it will hold no interest for the others, save it for another time.

5. Avoid ordinarily topics, like race or religion, which may irritate some members of the group and turn the conversation into a heated argument.

### Good Nature

Conversation makes for us fast friends or bitter enemies and also has an effect upon our dispositions and moods. If an angry person speaks calmly, his anger gradually dies away; if he utters biting, fiery words, his anger grows and soon masters him. The person who makes an effort to speak pleasantly when tempted to snarl, whine, or growl will soon feel better and speak cheerfully without an effort. Keep in mind the telephone slogan, "The voice with the smile wins."

Publius Syrus says, "I have often regretted my speech, never my silence." No one ever was sorry that he had enough self-control to keep back the unkind word or malicious gossip that was on his lips. Will Carleton says:

Boys flying kites haul in their white-winged birds;  
You can't do that way when you're flying words.  
"Careful with fire," is good advice we know;  
"Careful with words," is ten times doubly so.  
Thoughts unexpressed may sometimes fall back dead,  
But God himself can't kill them once they are said!



## Magazines

Boys and girls enjoy reading these magazines:

<i>American</i>	<i>Popular Mechanics</i>
<i>American Boy</i>	<i>Popular Science Monthly</i>
<i>American Girl</i>	<i>Radio News</i>
<i>Asia</i>	<i>Reader's Digest</i>
<i>Boys' Life</i>	<i>Saturday Evening Post</i>
<i>Hobbies</i>	<i>Scholastic</i>
<i>Ladies' Home Journal</i>	<i>School Arts Magazine</i>
<i>Literary Digest</i>	<i>Science News Letter</i>
<i>National Geographic</i>	<i>Scientific American</i>
<i>Nature Magazine</i>	<i>St. Nicholas</i>
<i>Open Road for Boys</i>	<i>Time</i>
<i>Popular Aviation</i>	<i>Travel</i>

## Activity 6

Read a number of articles in a magazine. The day before the class conversation hand to the chairman the topics you are prepared to talk about. The pupil chairman will start the discussion on the various subjects, keep it from lagging and change the topic when advisable. All will speak distinctly enough to be easily heard by those farthest away, do their share to keep the conversational ball moving, and, if necessary to see the pupil talking, turn about in their seats.

## Self-Criticism Chart — Conversation

After you have taken part in a conversation, answer the following questions. If you can honestly say "Yes" to all the questions, you have one important qualification of a good companion and friend — skill in conversation. By changing *I* to *you*, you can use the chart also in rating your classmates' conversation.

1. Do I always use my best English and voice?
2. Am I a good listener?
3. Do I occasionally ask a question to draw out a shy person?
4. Do I always have something interesting to contribute?
5. Do I speak distinctly?
6. Do I avoid overworked expressions?
7. Do I find associates who talk well?
8. Am I cheerful and good-natured?
9. Do I avoid unkind words and malicious gossip?
10. Do I observe the etiquette of conversation at all times?

### *Activity 7*

Keeping in mind the preceding chart, prepare to say something on these subjects. Your contributions may be in the form of experiences, opinions, information, anecdotes, observations, or discussion. The game is to work in neatly what you have planned to say. The leader will set the ball rolling. You will have to catch it when it comes your way. But don't keep it long. See that it soon goes to someone else. Think what you will do to get the silent member to talk a little. Have a question or two to ask if things are dull.

1. If you had a chance either to travel or go to college, which would you choose? Why?
2. What do you consider the most interesting (or exciting) experience you ever had?
3. Are books about animals as interesting as books about people? Give examples.

4. Have your school subjects created any new interests for you? What are they?

5. How can one make himself agreeable through conversation with strangers or with casual acquaintances or at social gatherings?

6. Why should we use in everyday conversation our best English?

7. Do animals show intelligence?

8. Of what value is music to the world? What music do you like best?

9. What is your hobby? Why do you like it? Of what value is it?

10. What kind of radio program do you like? Why?

11. What enjoyable trip have you taken?

12. Should one see Europe or America first? Why? What part of the world would you especially like to see? Why?

13. What benefits are derived from athletics? What is your favorite sport? Why?

14. How can our school help the community?

15. What is your favorite magazine? Why?

16. What are the best movies of the year?

17. Is it wise to be thrifty? Why?

18. What have you been reading?

### *Activity 8*

Dramatize these scenes:

1. Two boys (or two girls) talk about forming a new school club.

2. Ask directions to a place which all know. The class will judge the reply as to distinctness, clearness, completeness, correctness, and courtesy.

### **Strange Young People**

Occasionally you find yourself in a group of young people most of whom are unacquainted with each other. Since someone must take the initiative and lift the pall

of deadly silence from the group, start the conversational ball rolling by introducing yourself. The words "I'm William Lorimer of Fairmont Junior High School," accompanied by your friendliest smile, will melt the ice and lead to general introductions.

The weather, the occasion, or some other broad topic will serve as a jumping-off place for your conversation. A discussion of the unusually cold weather will naturally lead the group into the topic of winter sports, in which the average healthy boy or girl has a lively interest.

As captain of the conversational craft, take a special interest in the shy member of the crew, and draw him into the conversation by means of a friendly, courteous question.

### *Activity 9*

Dramatize each of these scenes:

1. The editorial board of your school magazine is composed of one member from each of four classrooms. At the first meeting the pupils are unacquainted, and the faculty adviser has not yet arrived. Introduce yourself to the other three pupils and start a conversation.

2. You are representing your school at a city-wide spelling match held in Auburn Junior High School. Before the match you find yourself in a group of five young people, all strangers. Introduce yourself and start a conversation.

3. At the first basketball practice of the term most of the candidates are unacquainted with each other. Near you is a group of four silent boys. Introduce yourself and start a conversation.

4. You are attending a series of Saturday morning art lectures, held in the Robinson Junior High School. The speaker is late in arriving. Introduce yourself to the boy or girl beside you and start a conversation.

5. Your school is planning a performance of Gilbert and Sullivan's *Pinafore*. The candidates for the roles are from

many different classrooms, and are, for the most part, unacquainted. Introduce yourself to the pupils nearest you and start a conversation.

### With Parents or Older Friends

Conversations with parents and older friends play an important part in the life of the average young person. Let the subjects be only those in which both ages are interested. A highly technical discussion of your new motorboat may engross you and Brother Joe, but will, in all probability, bore and confuse Mother and Mrs. Burton, who are also at the dinner table. Books, movies, plays, music, and current events are dependable topics.

Your elders are your superiors in wisdom and experience; show by your manners that you recognize this fact. Remain standing until the older people are seated. Express your opinions; but if Father and Dr. Morsch show an inclination to bear the brunt of the conversation, let them do so. Even if you are sure that Father is wrong, avoid a direct contradiction of his opinion.

In your conversation with older people use only your best English. If you must use *swell*, *O.K.*, *not so hot*, *eats*, *guy*, and *peachy*, confine your use of slang to your conversations with your classmates. Your young friends may appreciate your calling your dog a "pooch" or a "mut," but your mother and her friends will probably wince as from a blow.

Grown-ups like young people who are friendly, have learned to say "Good morning, Mrs. Thompson" in cultivated tones, and display both a modest self-confidence and a lively interest in conversation with older people.

*Activity 10*

Dramatize these scenes:

1. Prepare an imaginary conversation between yourself and your father when you ask him to sign your report card after he has examined your marks.

2. A boy dashes into the living room, where his mother is sewing. He drops his books and cap into a chair and begins to talk to her. Reproduce the conversation.

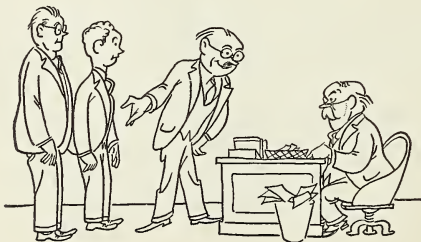
3. Vivian Harvey wants to go to the movies with some school friends. Her mother thinks she should stay at home and complete her homework. Reproduce the conversation.

4. At the dinner table are Jerry Burton and his friend Robert Cameron, Jerry's father and mother, and Mr. Ames, the principal of the junior high school Jerry and Bob attend. The five converse.

5. Aunt Mary, Uncle Frank, and Cousin Celia have dropped in for a brief chat with Dr. and Mrs. Richards and their son Henry. The six converse.

**Introduction**

Some educated and intelligent men and women are not able to introduce two people correctly and easily. Many boys and girls stammer or stumble through an introduction or mumble it to themselves. Social courtesies, like tennis or table manners, are learned by practice.



In an introduction speak the names distinctly enough to be easily heard. Introduce a boy to a girl, a man to a woman, and a young person to an older person. When possible, add to the introduction a remark that will help to start the conversation; or since there is nothing like a laugh to melt the ice, your newest joke or most humorous anecdote will fit very nicely into the awkward pause following an introduction.

If a conversation is already in progress, be sure to include the new acquaintance. "We were discussing the theater. Have you seen any worth-while plays this winter, Mr. Wilson?" will inform the third person of the topic of discussion and enable him to join in the conversation.

*Examples:*

Mother, this is Ethel Williams.

Mother, may I introduce Ethel Williams?

Mother, may I present Ethel Williams? She was my pal in camp last summer.

Mother, Ethel Williams.

Jack Knox, my brother Phil.

Mary Parkman, this is my cousin Edwin Lansing.

(In a group) I want you all to meet Grace Irwin. This is Eva Russell, Jennie Hall, Marie Lawson, Gordon King, George Mills.

*What to Say When Introduced*

How do you do?

How do you do, Mrs. Stuart?

I'm very glad to meet Ethel. Marjorie has told me about some of your escapades in camp.

Addressing a new acquaintance by name is courteous, because it shows a lively interest in him and his name.

## Leave-Taking

A young person who calls on a busy man or woman sometimes overstays his welcome because he can't think of a suitable farewell remark. The fact is that no elaborate leave-taking is required. It is not necessary to explain to a busy man why you can't stay longer.

(Unnecessary explanation) I guess I'll have to go now.

Eugene said that he would meet me about three o'clock, and he's probably waiting for me.

(Courteous leave-taking) Good afternoon, Miss Lindsay.

Thank you for helping me with my grammar lesson.

After a party a guest in his own way tells his hostess how much he has enjoyed the evening and thanks her for inviting him.

*For example:*

I've had a wonderfully good time this evening. I'm glad you included me in your party.

I thoroughly enjoyed your pictures. Thank you for inviting me to see them.

The hostess may reply:

We're glad you could come.

I'm glad you liked the pictures.

After a school party it is courteous to say farewell to the chaperon and to express appreciation of her assistance.

*For example:*

Good afternoon, Miss Sherwood. Thank you for helping to make our class party a success.

If you must leave before the other members of the group are ready to go, do so as quietly as possible during



a lull in the conversation. Find your hostess, briefly express your regrets, and take your leave promptly. Don't linger for half an hour after you have said you are going.

"Good night" or "Good-bye," as your farewell expression, will leave a more pleasant memory in the minds of the company than will "So long" or "I'll be seein' yuh."

### Thanks and Apology

"Thank you, Mr. Jackson" or "Thank you, Mr. Jackson, for the ride" shows more appreciation and courtesy than an abrupt "Thanks." In the expression of regret, "I'm sorry"; "I beg your pardon"; or "I'm sorry to be so clumsy" is preferable to "Beg pardon." When one doesn't hear what his companion says, "I'm sorry, but I didn't understand you"; "I beg your pardon"; "Will you please repeat that remark"; or "I didn't hear that" is more courteous than "What?"

In an apology sincerity of manner and tone is more important than the words used. If you show that you are sorry for a mistake or an accident, a few words of regret are sufficient. It is necessary to explain only when your mistake may appear intentional.

### *Activity 11*

Dramatize these scenes:

1. Jerry Mannerly brings a friend to his home and introduces him to his father. The three converse.
2. Ruth Courtesy introduces a classmate to her mother and starts the conversation.
3. James Polite introduces his father to the principal or one of his teachers and the three talk.
4. Introduce a boy (or girl) from Los Angeles to two of

your friends and start a conversation. In the conversation each of your friends will mention the name of the new acquaintance.

5. Betty Friendly and Grace Kindly have been discussing the latest movies. Ralph Busy introduces Helen Newcomer, mentions a common interest or mutual friend, then hustles away. Betty and Grace include Helen in their conversation.

6. Invite a friend to your Halloween party. He (she) accepts the invitation. He (she) also takes leave after the party.

7. You and three other boys (or girls) are conversing at a friend's house. Because you have another engagement, you are obliged to depart before the others. Take your leave.

### Telephone Conversation

Points to keep in mind in telephone conversation are:

1. Speak directly into the mouthpiece, with your mouth not more than an inch away. If you are asked to repeat what you have said, use a full, natural voice, speak rather slowly, and articulate distinctly. Never place your lips against the transmitter.

2. Don't shout.

3. Don't tell secrets.

4. "Be as courteous voice to voice as you are face to face." This includes Central.

5. Answer the telephone promptly. When somebody wishes to enter your home or place of business through the telephone door, do not keep him waiting.

6. At the end of the conversation say "Good-bye" and hang up the receiver quickly — don't bang it on the hook. The person making the call usually ends it.

7. Don't carry on a long conversation unless the business is important.

8. Have a pad and pencil at hand for notes.

9. Talk naturally. Don't put on an artificial manner for telephone conversation. See in imagination the person with whom you are talking and note his changes of facial expression.

10. If you answer for another person, offer to take the message, and deliver it at the first opportunity.

11. Turn the radio low before going to the phone.

12. When you call for a person, say, "May I please speak to Jack?" Never open the conversation with "Who is this?"

13. When using the telephone for a brief social call, it is considerate to ask if the person is busy: "Hello, Dot. This is Jane. Have you guests or are you busy?"

14. Don't ever be guilty of the silly "Guess who this is."

15. When your telephone rings, take down the receiver, and say, "Hello" or "This is Mr. Norton's residence" or "This is Mr. Norton's residence, Marie speaking." The third answer saves time.

16. When you are called to the phone, say, "This is Jack."

17. If you are asked to repeat a difficult name, spell it out as follows: Sprague, S for Samuel, P for Peter, R for Ralph, A for Andrew, G for George, U for under, E for Edward.

### *Activity 12*

Dramatize in class the following telephone conversations. Let the person calling and the person who receives the call stand in opposite corners of the room. Speak distinctly; don't shout.

1. Plan with a friend a picnic, a surprise party, or a club program. Express your ideas clearly. Take notes of de-

cisions reached. Before hanging up the receiver rehearse the whole plan.

2. Call your friend Allen. Allen's father, whom you have met several times, will answer the telephone. Tell your name and ask, "How are you today?" Converse briefly with the father; then ask for Allen.

3. You are undecided which of two makes of stockings to order. Telephone your local department store and inquire about colors, sizes, quality, and prices. On the basis of this information make your decision and give your order. Repeat the brand, color, size, and price, or other important details.

4. Telephone to a large department store about a damaged book delivered to you. Ask to be connected with the proper authority; then courteously explain the situation. Tell your story clearly without scolding or complaining.

5. One of your friends is sick. On the telephone inquire about his (her) condition. Be brief. Express your pleasure at the good news or your hope for improvement.

6. Telephone for information about trains or buses — time, cost, Pullman, berth, etc. Make clear just what you want to know. Jot down the information you receive.

7. Call the captain of a rival basketball or baseball team and arrange a game. Suggest dates and places. Be specific and courteous.

## Manners

Six books on manners which young people enjoy reading are:

*The Correct Thing* by William O. Stevens

*It's More Fun When You Know the Rules* by Beatrice Pierce

*Everyday Manners for American Boys and Girls* by the faculty of the South Philadelphia High School for Girls  
*Etiquette, Jr.* by Mary E. Clark and Margery Closey Quigley

*Manners for Millions* by Sophie C. Hadida

*Manners* by Helen Hathaway

*Activity 13*

1. "Eat at your table as you would eat at the table of a king," says Confucius. Do you agree with him? Why?

2. Silvia Pellico says, "Family intimacy should never make brothers and sisters forget to be polite to each other." Do you agree with her? Why?

3. How does a boy or girl show good manners in the classroom? In the lunchroom? In the corridors? In the assembly? In a bus? On the street? At the telephone? At a party? In a club? In study hall? At a game? In a game?

## UNIT 2

### HOW A COMPOSITION SHOULD LOOK

A good reason for your writing neat and legible letters and reports is that you have no right to expect anyone to strain his eyes and waste his time reading your illegible scribbling. Courteous young people who have pride in their own appearance and the appearance of their work write neatly and legibly and thus make it easy and pleasurable to read their work.

When you write a composition, follow these guides:

1. Use black or blue-black ink and white paper about 8 by 10½ inches in size.

✗ 2. Leave a one-inch margin at the left. Keep the margin even.

3. Avoid big gaps or "holes" and crowding on the right.

4. At the end of a line divide a word only between syllables. Place the hyphen at the end of the line. Avoid unnecessary division of words.

✗ 5. Indent the first line of every paragraph an inch.

6. Write your name, your class, and the date according to your teacher's instructions. One place for them is close to the top of the sheet of paper.

*Lucile Horton E 96 December 16, 1937*

*Our Burglar*

*Bang! Crash! I awake  
with a start. What was that*

7. As in the example on page 26, center the title on the line and capitalize the first word and all other words except articles, short prepositions, and short conjunctions. Use no punctuation mark after the title unless a question mark or an exclamation point is needed.

✓ 8. Leave a blank line after the title.

9. If you use more than one sheet of paper, number each in the upper right corner. Use figures.

10. After planning, writing, and revising your composition, copy it neatly without blots, untidy erasures, or canceled or inserted words. To correct a slight error erase neatly with a knife or a clean ink eraser and write in the correct word or letters.

11. If your penmanship looks like one of the poor examples in this unit, copy the composition carefully before handing it in.

12. On a test cancel words by drawing a line through them or erasing. Insert words by using a caret and writing them above the line.

*There are*  
~~*There is*~~ <sup>*important*</sup> *three reasons.*

### *Penmanship Test*

In a page explain briefly and clearly something that yesterday or today you learned in school, at home, or elsewhere. Begin every sentence with a capital letter and end it with a period, a question mark, or an exclamation point (Handbook, pages 408-421). Then grade your penmanship, giving yourself ten credits for every question you can answer "Yes" and zero for other questions. Place the marks in a column at the top of the page.

1. Do I always leave sufficient space between words and a double space between sentences?
2. Do I always join the letters of a word?
3. Is my slant fairly uniform?
4. Do I avoid letting the loops of *f*, *g*, *j*, *y*, *q*, *z*, *b*, *h*, *l*, and *k* extend so far as to cut words in the lines above or below?
5. Do I avoid flourishes and elaborate capitals?
6. Do I close the tops of *a*, *o*, *g*, and *q*?
7. Do I place a dot above *i* and *j* and cross *t* with a short, straight line?
8. Do I distinguish clearly between *a* and *o*; *b* and *l*; *h* and *k*; *e* and *i*; *r* and *s*; *u* and *w*; *u* and *n*; *u* and *rr*?
9. Do I always open *s*, *a*, *o*, and *e* and the loops of *l*, *h*, *k*, *b*, and *f*?
10. Is my writing easy to read?

After grading your penmanship, rewrite the composition neatly and legibly. Try hard to deserve a score of 100 per cent on the rewritten copy. Hand in both copies.

The following examples show how a poor penman can make his handwriting more legible.

The separations between letters and sentences are not clear. The first line looks like a long word.

*Although it is very hard to decide, I think that "Lorna Doone," by R. D. Blackmore, is my favorite among the many books I have read. It is a*

Spacing clear.

*Although it is very hard to decide, I think that "Lorna Doone," by R. D. Blackmore, is my favorite*



Lines too close. Some e's, a's, r's, and o's not formed.

*What you know after studying depends on the way you study. Many students have no definite plan to follow in the preparation of their lessons. They think they can jump from this to that and still show good results in their classes.*

More space between lines and better formation of letters.

*What you know after studying depends on the way in which you study. Many students have no definite plan to follow in the preparation of their lessons. They think they can*

Some letters not formed. Poor spacing.

*high bar. The stunt was the turn-over. My feet went straight up, and my head down. I was just about starting to make a nose-dive*

Better letter formation and spacing.

*bar. The stunt was the turn-over. My feet went straight up, and my head down. I was just about starting to make*

A poor penman in a hurry.

*about twenty five feet deep, and curved out of rock by erosion. There are red & blue, which has more of its rock bars, clinging to the cliff by a few horizontal strata. There is also the Post Office, where thousands of names and addresses have been left. Some other points of interest*

He takes more time.

deep. This has been carved out of rock by erosion. Then one sees a tree, which has more of its roots bare than covered. By means of a few roots, it clings to the cliff. There is also the Post Office, ledges

### Activity

Which of the following specimens are hard to read? Why?

#### 1

One of the most interesting and helpful forms of recreation, I think, is reading. When a person sits down to read, if he is in the right mood and has the right kind of book, he will enjoy a few hours of

#### 2

One of the main objectives in studying English in the high school is the cultivation of correct speech. This is most important because there are few occupations where

#### 3

The pitcher on a baseball team must make steady service and must have his vote about him. There are several reasons for this. One is that because his is the most vital position on the team he should have power enough to hold his position without

## 4

The opening up of the Suez Canal in 1869 drew the attention of many countries, especially England. England desired this waterway because it would shorten her

## 5

Shakespeare painted one of his most successful character portraits in "Julius Caesar" in the case of Marcus Brutus

## 6

To the Frenchman the theater does not mean the same thing as it does to the Englishman or the American. In a typical French play there are discussions of a length which

## UNIT 3

# NARRATING

### Entertaining and Boring

When at a picnic, on a hike, at the table, or at school boys or girls tell their experiences to each other — a ride on a raft or in an airplane, a first dive, a surprise, a trip to Maine, or the winning touchdown, run, goal, or points — have you noticed that some boys or girls thrill and amuse their hearers, while others who have had just as exciting, unusual, or amusing experiences bore them? Why this difference? Storytelling is an art. Some boys and girls have learned it; others haven't.

### Retelling Stories

A good start toward learning the art of storytelling is reading carefully and retelling good stories. A reproduction, like an experience, may be highly entertaining or exceedingly dull.

In preparing to reproduce in class a story, first select, if you can, a story that your classmates don't know. Then read, reread, and study the story until you know it. Next, in your room practice telling it to your bed, the mirror, or a chair. Finally, try it out on your family at the dinner table. If you can't interest them, find out why you failed and improve your telling or choose another story.

Study the picture of the hunter (page 34) telling how he shot or missed a deer, a bear, or a rabbit. As a



good storyteller he is wide-awake and enthusiastic and acts out his experience.

Here are four suggestions that will help you to make your first reproduction entertaining:

1. Use your imagination. See the people and places and know how the people feel and how you would feel if you were in their places.

2. At times quote directly. This is a way to add life to a story and make it seem real.

(*Direct*) "I shall be proud to show you my wife," he said, "and the baby — and Goliath."

"Goliath?"

"That's the dog," answered Watson, with a laugh. "You and Goliath ought to meet — David and Goliath!"

— ALDRICH

(*Indirect*) Watson said that he would be glad to show me his wife, the baby, and the dog Goliath.

3. Do you like to listen to a person who joins his sentences with *and-ur*, *but-ur*, and *so-ur*? If not, end

your sentences and begin new ones. Show by a silence where each sentence ends.

4. Talk to your classmates. Look into their eyes, not at the ceiling, the floor, or a window.

### *Activity 1*

Reproduce orally one of the following stories. After everyone has told his story, the class will select by vote the best storyteller. In preparing your story and voting, keep in mind these suggestions:

1. Keep the story moving swiftly.
2. Use your imagination.
3. At times quote directly.
4. Between two sentences use a period, not *and-ur*, *but-ur*, *so-ur*, or *and then-ur*. Vary your sentences and avoid the stringy type of sentence. Use some adjective and adverb clauses (Handbook, pages 398-404).



*By Glisenti*

*Courtesy Metropolitan Museum*

### THE HUNTER'S STORY

5. Talk to your classmates.
6. Stand easily, not stiffly. Don't slouch or wriggle.
7. Speak distinctly.
8. Use a pleasing voice.

1. A myth. (See Herzberg's *Myths and Their Meaning*, Baker's *In the Light of Myth*, Guerber's *Myths of Greece and Rome*, Gayley's *Classic Myths*, or Bulfinch's *Outline of Mythology*.) 2. A narrative poem. 3. An animal story. 4. An Old Testament story — David and Goliath, David and Jonathan, or Naaman the Leper, for instance. 5. A movie story. 6. An Indian legend. 7. A ghost story. 8. A historical incident — the Battle of Bunker Hill, Sheridan's ride, Wolfe's capture of Quebec, the Boston Tea Party, the events leading up to Captain Lawrence's "Don't give up the ship, boys," Patrick Henry's "Give me liberty or give me death," Nathan Hale's "I regret that I have but one life to give for my country," or another important happening in American history. 9. A fable — one of Aesop's *Fables*, for example. 10. An incident in the life of Washington, Lincoln, Theodore Roosevelt, Edison, Burbank, Henry Ford, Pasteur, Maude Adams, Lee, Grant, Jefferson, Franklin, Mark Twain, Daniel Boone, Booker Washington, Jacob Riis, John Muir, John Burroughs, Anna Howard Shaw, Robert Fulton, Frances E. Willard, Lindbergh, or another hero. 11. An incident in words of a character not the narrator in the story — for example, "The Legend of Sleepy Hollow" as told by Katrina, Ichabod, or Brom Bones; Ben Gunn's account of his life on Treasure Island; Ivanhoe's story of the first day's tournament; Dolly Winthrop's account of Silas Marner and his life; Ben Rogers's story of the whitewashing of Aunt Polly's fence.

### Activity 2

1. Is the following reproduction of an incident from *Lives of the Hunted* entertaining? Why?
2. Would you like to read the book? Why?



## The Fall of Krag

*Lives of the Hunted* by Seton is composed of several stories about our American animals. "Krag the Ram" is one of these.

Krag was the mightiest of all the mountain rams that inhabit our Rocky Mountains. Sandy McLean had sworn to secure the famous horns of this mighty animal. He followed Krag's trail for three months. The ram could easily have outdistanced Sandy but that he had to feed. So they kept on, day after day, always in sight of each other, but never was Sandy able to get within range of the wily Krag.

One day Sandy stopped to cook his dinner on one peak, while Krag watched him from one opposite. Both were worn with the arduous chase. Krag commenced to graze, scraping away the snow to secure his food.

After dinner Sandy pondered. He thought of a cunning scheme. He removed his coat and hat and stuffed them with snow. He waited until Krag stooped to graze and then ran away. Making a large circle, he came up directly behind Krag. Fifty yards away, he hid behind some rocks. The ram still grazed placidly with one eye on the dummy. Sandy sighted his gun and whistled. Krag looked up. Crack went the rifle, and Sandy threw himself face down in the snow. Those horns no more would be carried proudly erect. Silently Sandy removed the head, the tears welling into his eyes.

Some weeks after, a friend visited Sandy in his little shack on the mountain. Sandy was depressed.

"What's the matter?" asked the friend.

"It's those horns," he said, pointing to the head.

"Why don't you sell it?"

"I can't do it." After a practically silent hour the friend left.

That night the wind blew and the snow fell. The roar of falling avalanches could be heard afar. Then close by a curious grinding and crunching, which rapidly turned into a roar, arose. Down swept the avalanche burying under tons of ice the hut, Sandy, and that wonderful pair of horns composed of a circle and a half of bone. The North Wind



had finally revenged poor Krag and claimed his immortal head. — PUPIL

### Activity 3

Select an interesting incident — one happening, not the whole story — from a book you are reading. Then tell it orally or write your reproduction. Frequently use pronouns instead of repeated nouns, but select correct pronouns (Handbook, pages 311–328). Aim to entertain your classmates, to give them an attractive sample of the book, and to induce some to read the book. Be ready to answer questions about the book.

### Writing Conversation

To write good conversation isn't easy. No, it isn't hard to learn to use a separate paragraph for each speech and the introducing words, to place a comma between the speech and the introducing words, and to set off the whole speech or its parts with quotation marks (Handbook, pages 405–407). But to make the conversation natural, lifelike, and appropriate is work. As we have to learn to see with our eyes, so we have to get into the habit of hearing with our ears — that is, of noticing how people talk. Three suggestions may help you to improve the conversation in your stories:

1. Study the conversation you hear and practice imitating the talk of a variety of people.
2. Write contracted forms as they are spoken — *who's*, *they'll*, *where's*, *wasn't*, etc.
3. Avoid repetition of *said*. Either use a word that tells how the person spoke — *cried*, *exclaimed*, *whispered*, *growled*, or *argued*, for example — or, if the introducing

words are not needed to make clear who the speaker is, omit them.

Some substitutes for *said* are:

added	cried	murmured	roared
admitted	declared	muttered	screamed
announced	exclaimed	pleaded	shouted
answered	explained	remarked	sighed
argued	growled	repeated	whined
begged	inquired	replied	whispered
bellowed	mumbled	returned	yelled

### Activity 4

Learn to spell the following contractions which are frequently used in conversation. Notice that the apostrophe always takes the place of the omitted letter. *Did + not = didn't; does + not = doesn't; you + have = you've* (two letters omitted).

aren't	hasn't	mustn't	we've
can't	haven't	she's	won't
couldn't	I'll	shouldn't	wouldn't
didn't	I'm	that's	you'd
doesn't	isn't	there's	you'll
don't	it's	wasn't	you're
hadn't	I've	weren't	you've

*Ain't, hain't, and 'tain't* are incorrect forms used by some careless and uneducated people (Handbook, pages 350-351).

### *Reproducing a Conversation*

The preparation for writing natural, lifelike conversation includes reproducing conversations overheard and studying the dialog in good stories.

*Example:*

*In African Forest and Jungle*

While I was walking along the park towards the library the other day, a voice hailed me with, "Hey there! Got any good books?"

Turning around, I saw my friend Bernard walking toward me. "One or two," I answered.

We sat down on a park bench for a little chat. "Is this one any good?" he asked, picking up *In African Forest and Jungle*.

"The best of the four. I've finished it. Would you like to read it?"

"What's it about?"

"It's about an explorer and his adventures in Africa."

"Is there a lot of description in the book?"

"Some — when he describes the dress and customs of the natives."

"They're pretty superstitious, aren't they? I mean the natives."

"Somewhat. One incident is about a native who locks himself in a hut for a week to avoid the 'curse of the new moon.'"

"Is that all it tells about?"

"Oh, no, there's plenty of adventure, romance, and even pathos."

"Pathos?"

"Yes, in the jungle Du Chaillu's dog has a fight with some animal and dies of loss of blood after killing it, and his pet monkey dies soon after being bitten by a centipede."

"Well, I guess the book must be pretty good."

"It certainly is — I advise you to read it." — PUPIL

*Activity 5*

1. How is conversation paragraphed?
2. What punctuation marks enclose a direct quotation?

3. What punctuation regularly separates a direct quotation from the rest of the sentence?

4. How has the pupil avoided repeating *said*?

5. Why is this reproduction entertaining?

### *Activity 6*

Reproduce a conversation you have overheard or in which you have taken part. Without eavesdropping, keep your ears open for talk that is unusual, characteristic, bright, or laughable.

1. At the ticket window. 2. In the theater. 3. At the movie. 4. At the baseball game. 5. At the bargain counter. 6. At the dinner table. 7. Waiting for the train. 8. In the streetcar. 9. At the concert. 10. After the school entertainment. 11. On the street corner. 12. In the barber shop. 13. In the grocery store. 14. In the meat market. 15. In class. 16. At the football or the basketball game. 17. A quarrel. 18. An automobile accident. 19. A newsboy and a customer. 20. In the restaurant. 21. An interview with Father. 22. On the railroad train. 23. Asking the way. 24. Pupil just home from school and his mother. 25. Generous woman and tramp. 26. About homework. 27. Over the radio. 28. About a book. 29. About a movie. 30. On the way to school.

### Telling Experiences

*Example:*

#### A Bear Story <sup>1</sup>

Several years ago I was camping out in Maine one March, in a lumberman's shack. A few days before I came, two boys in a village near by decided to go into the woods hunting, with a muzzle-loading shotgun and a long stick between

<sup>1</sup> From Samuel Scoville's *Everyday Adventures*, by permission of the Atlantic Monthly Press, Boston.

them. One boy was ten years old, while the other was a patriarch of twelve. On a hillside under a great bush they noticed a small hole which seemed to have melted through the snow, and which had a gamy savor that made them suspect a coon. The boy with the stick poked it in as far as possible until he felt something soft.

"I think there's something here," he remarked, poking with all his might.

He was quite right. The next moment the whole bank of frozen snow suddenly caved out, and there stood a cross and hungry bear, prodded out of his winter sleep by that stick. The boys were up against a bad proposition. The snow was too deep for running, and when it came to climbing — that was Mr. Bear's pet specialty. So they did the only thing left for them to do: they waited. The little one with the stick got behind the big one with the gun, which weapon wavered unsteadily.

"Now, don't you miss," he said, "'cause this stick ain't very sharp."

Sometimes an attacking bear will run at a man like a biting dog. More often it rises on its haunches and depends on the smashing blows of its mighty arms and steel-shod paws. So it happened in this case. Just before the bear reached the boys, he lifted his head and started to rise. The first boy, not six feet away, aimed at the white spot which most black bears have under their chin, and pulled the trigger. At that close range the heavy charge of number six shot crashed through the animal's throat, making a single round hole like a big bullet, cutting the jugular vein, and piercing the neck vertebrae beyond. The great beast fell forward with hardly a struggle, so close to the boys that its blood splashed on their rubber boots. They got ten dollars for the skin and ten dollars for the bounty, and about one million dollars' worth of glory.

### How to Narrate

What can we learn about storytelling by studying Scoville's "A Bear Story"?

1. The author at the start answers the questions "Who?" "When?" "Where?" and "What?" by telling us that in Maine one March several years ago a boy of ten and a boy of twelve went hunting with a stick and a shotgun between them.

2. He plunges right into the story. He doesn't tell us how it happened that these two boys went hunting alone, whose shotgun it was, what school the boys attended, or what they ate for breakfast.

3. By introducing the conflict between the boys and the bear, he arouses our curiosity and makes us eager to know whether the boys escaped from the bear.

4. He keeps the climax or the point of the story back till near the end. He doesn't give the story away in the first paragraph by telling us that the older boy shot the bear.

5. The author plunges out of the story. He doesn't take time to tell us what the story teaches us, how large the bear was, how they got him home, or what their parents said.

6. He adds life to the story by having the boy with the stick talk. Notice the separate paragraph for each speech, the quotation marks, and the commas. All boys and girls prefer stories which have a good deal of dialog or conversation.

7. He pictures the boys and the bear. We can see the cross and hungry black bear rising on his hind legs, the boy of twelve, not six feet from the bear, with his gun pointed unsteadily at the white spot under the bear's chin, and behind him the little boy with the pointed stick.

8. He uses words accurately.

9. By omitting unnecessary words and details he makes the story move swiftly.

10. He tells the events in the order in which they happened.

### *Activity 7*

Using the bear story as a model, narrate an unusual or exciting happening about which a member of your family — Grandfather or Grandmother, for example — or someone else has told you. Perhaps these topics will remind you of a true story you have heard: World War, land travel, ocean travel, camping, cooking, exploring, tramping, accident, mistaken identity, surprise, rival, escape, amateur acting, skating, hunting, fishing, baseball, running, swimming, mountain climbing, “roughing it,” earlier days in our city or town, learning to fly, a rare chance, everyday heroism. Tell the story in the past tense. Use the past perfect tense for action completed before some past time (Handbook, page 335).

### *Leading up to a Climax, Point, or Surprise*

Catherine wrote about going fishing with Donald, a six-year-old neighbor. The climax was her falling into the water while Donald was digging worms, and the rescue. This is what Catherine wrote: “While tugging at the pole to get the hook loose, I lost my balance and fell into the water. Just then Donald returned and fished me out.” The other pupils wondered how deep the water was, why Catherine needed a rescuer, and how Donald, aged six, “fished out” a girl much older than he. Because Catherine skipped important details, her story was uninteresting and sounded “fishy.” When you reach the climax, tell every necessary detail.



*Activity 8*

Read carefully the three following true stories:

1. What is the best part of number 1? Why?
2. The author of number 3 wrote first a plan and placed this at the top of his paper. Of what use is such an outline?
3. Which is the best story? Why?

1. My First Visit to the Theater

Of all the things that have happened to me, I think that my first visit to the theater was the most exciting. Though I was only five years old at the time, I can remember very clearly everything that happened.

As I sat waiting for the curtain to go up, I wondered if the play would be just like the story of the same name, "Jack and the Beanstalk." It was! Most assuredly it was! All the thrilling situations and hairbreadth escapes of the story were in the play. My nerves grew more and more taut. My blood raced; my hands tingled. Finally I could stand it no longer. Just as the brutal giant raised his axe to chop off the head of the pretty little princess, I shrieked. My bored father awoke in annoyance from a sound sleep. My mother looked at me with murder in her eye. If, however, the giant had threatened me with his axe, I could not possibly have restrained myself, for indeed if I were actually beheaded, the sensation could be no worse than the one which my imagination produced. — PUPIL

2. My Burglar

"Crackle, crackle, crackle" in the middle of the night!

"Huh?" I asked myself sleepily.

"Crackle, crackle." I sat up in bed quickly, and as I was lying at one side, I narrowly escaped falling out. Then, making no noise, I listened. More crackles.

"It can't be the fish," I reasoned, "because they can't



make any noise. I wonder what it is." Noiselessly getting out of bed, I grabbed my flashlight and crept down to the living room. The crackles certainly weren't coming from there. I went on, and so did the noise. Next on my route was the dining room. I looked under the table, under the chairs, even in the chandelier, but nowhere could I find the source of those mysterious crackles.

"Maybe it's a burglar!" I thought, and rushed to wake my parents. In doing this I passed through the kitchen and beheld the source of the crackles. It was Pinky, my white mouse, sitting calmly in his cage and philosophically chewing the paper lining.

"You go to sleep," I told him, and then, being very tired, I obeyed these instructions myself. — PUPIL

### 3. An Experience I'll Never Forget

<i>Situation</i>	1. Uncle Herb's interest in trials
	2. His size and peculiar habit
<i>Events in</i>	3. Our going to hear a robbery trial
<i>time order</i>	4. Examination of the defendant
	5. My uncle's habitual motion
<i>Climax</i>	6. My uncle accused of making signs
<i>Ending</i>	7. Results of the experience

If there's anything Uncle Herb used to love, it was a good stiff trial in the Criminal Court. Whenever he had spare time, he hastened to the building, and always got a seat in the front row.

Whenever my uncle became excited, he had the curious habit of sliding his finger around his mouth in a circular motion. As he is about six feet five inches in height, you can just imagine how conspicuous he is.

One day, with no work before him, he decided to take me to the trial of a dangerous criminal charged with robbery. Uncle Herb made me put on long pants and a felt hat, and I got in safely to one of his "ringside" seats.

We both enjoyed the tricky questions fired at the defendant by the attorney for the prosecution. After a while the

prosecutor asked, "Did you pawn this watch on the morning of October 16?"

The room was tense. So excited was my uncle that he at once resorted to his peculiar habit. "No," said the defendant timidly.

The defense attorney breathed a sigh of relief. "Just one moment!" almost shouted the prosecutor. "That man," pointing an accusing finger at Uncle Herb, "was making signs to the defendant. I demand that he be held!"

You can well imagine what a scare my poor Uncle Herb got. Of course, when everything was over and the criminal put where he belonged, my uncle was let go with many apologies. From that time on, he did his best to conquer his habit and, what was more important, stayed away from courts except when he had a summons. — PUPIL

### *Activity 9*

Using one of the following titles, write entertainingly about an experience of yours. Plan, write, revise thoroughly, copy neatly. Apply what you have learned about narrating. Lead up to a climax or surprise. Tell the truth. Do all your pronouns agree with their antecedents (Handbook, pages 322-324)? Does every sentence begin with a capital letter and end with a period, a question mark, or an exclamation point (Handbook, pages 408-421)?

1. A childhood adventure. 2. Our burglar. 3. Lost.
4. A snowball fight. 5. At night alone on a country road.
6. An unexpected bath in January. 7. A narrow escape.
8. An experience with a horse, a mule, or an automobile.
9. A long evening at home alone — noises. 10. My first attempt at learning to swim, skate, fish, snowshoe, or ride a bicycle.
11. An exploration. 12. No gas. 13. Locked out.
14. Caught in a storm in the country. 15. A hasty retreat.
16. The cost of carelessness. 17. Our circus. 18. My part

in the game. 19. Just scared. 20. My first airplane ride. 21. A fishing experience. 22. A leaky boat. 23. The raft. 24. Why I hate bees. 25. A fire.

### *Activity 10*

In numbers 1 and 2 Virginia and Ted have told the same story.

1. Which telling do you prefer? Give three good reasons for your choice.

2. What words or sentences in Virginia's story make you see pictures?

#### 1. We Didn't Go In

"Yes," said my mother one morning while we were at Seaside Park, "you may walk down to the beach, but remember you can't go in swimming now."

"Well," said Cousin Ted, as though he had lost his last friend, "we can at least look at the ocean even if we can't go in." And down to the beach we went.

"I can't see why we have to wait for the rest," I remarked gloomily.

"Just look at that water all going to waste while we sit around and wait for some worthless friends to come from the city," Jack said.

"Say," I howled, slapping Ted on the back so that he nearly fell off the jetty where we were sitting, "why couldn't we take off our shoes and socks now and have some fun wading around until they come?" In a second our shoes and socks were off and we were in.

"This isn't as good as swimming, but it's pretty good at that," observed Cousin Ted.

In a short time we had forgotten all about Mother, friends, clothes, and everything else that we should have remembered. Splashing around in the waves, having a wonderful time, we grew careless about getting out of the way of large breakers.

Before long the inevitable happened. My cousin was

facing shore. "Look out!" I screamed at him, but he didn't hear me. A huge wave was breaking over him. I can see yet his white blouse and blue tie disappearing beneath the green comber.

Of course I fell down trying to help him up. Out of the water we came, our light summer clothes soaking wet, and a more unpleasant feeling I cannot describe. Add to that the pricking of a guilty conscience and you see that we were pretty miserable.

My mother met us at the door. "Go in the back way," she said with the air of one who was ready for anything. "You know, I thought you'd do something like that if I didn't watch you."

We weren't scolded. I guess it was because we looked so funny. When the company came we all went for a swim, and my mother mercifully spared us by not telling of our morning's escapade.

## 2. We Didn't Go In

Aunt Ellen told Cousin Virginia, Jack, and me not to go in swimming in the morning but to wait and go in after dinner with our friends from the city. We didn't go in but took off our shoes and stockings and waded in the water. After a while a big wave knocked me down, and Virginia fell down trying to help me up. Aunt Ellen didn't scold us and let us go swimming that afternoon.

### *Activity 11*

On one of the following topics write entertainingly about one of your experiences. Select some words that will make your readers see pictures. Punctuate correctly (Handbook, pages 277-293).

1. The greatest surprise of my life. 2. An incident that taught me a lesson. 3. Something funny in school. 4. The joke was on me. 5. A punishment I deserved. 6. An experience of a bargain hunter. 7. How I earned my first dollar.

8. I was cook. 9. In the nick of time. 10. The trick that failed. 11. A camping experience. 12. The meanest thing I ever did. 13. It never rains but it pours. 14. An experience I shall not forget. 15. A spoiled adventure. 16. The hornet's nest. 17. Why I didn't go swimming. 18. My first visit to the dentist. 19. When Mother was away this summer. 20. The best Christmas I ever had. 21. My bicycle stolen. 22. My birthday party. 23. An embarrassing experience. 24. A dog in school. 25. When I lost my money. 26. My first experience riding alone on a train. 27. What happened when the rising tide turned the streets into canals.

## Entertaining with an Account of a Red-Letter Day

### *Example:*

#### Dinner with General Grant

The Fifth Avenue Hotel, in those days the stopping place of the majority of the famous men and women visiting New York, represented to the young boy who came to see these celebrities the very pinnacle of opulence. Often while waiting to be received by some dignitary, he wondered how one could acquire enough means to live at a place of such luxury. The main dining room, to the boy's mind, was an object of special interest. He would purposely sneak upstairs and sit on one of the soft sofas in the foyer simply to see the well-dressed diners go in and come out. Edward would speculate on whether the time would ever come when he could dine in that wonderful room just once!

One evening he called, after the close of business, upon General and Mrs. Grant, whom he had met before, and who had expressed a desire to see his collection of letters from distinguished people. It can readily be imagined what a red-letter day it made in the boy's life to have General Grant say, "It might be better for us all to go down to dinner first and see the collection afterward." Edward had purposely killed time between five and seven o'clock, thinking that the general's dinner hour, like his own, was at six. He had allowed

an hour for the general to eat his dinner, only to find that he was still to begin it. The boy could hardly believe his ears, and unable to find his voice, he failed to apologize for his modest suit or his general after-business appearance.

As in a dream he went down in the elevator with his host and hostess; and when the party of three faced toward the dining-room entrance, so familiar to the boy, he felt as if his legs must give way under him. There have since been red-letter days in Edward Bok's life, but the moment that still stands out pre-eminent is that when two colored head waiters at the dining-room entrance bowed low and escorted the party to the table. At last he was in that sumptuous dining hall. The entire room took on the picture of one great eye, and that eye centered on the party of three — as, in fact, it naturally would. But Edward felt that the eye was on him, wondering why he should be there.

What he ate and what he said he does not recall. General Grant, not a voluble talker himself, gently drew the boy out, and Mrs. Grant seconded him, until toward the close of the dinner he heard himself talking. He remembers that he heard his voice, but what that voice said is all dim to him. One act stamped itself on his mind. The dinner ended with a wonderful dish of nuts and raisins, and just before the party rose from the table Mrs. Grant asked the waiter to bring her a paper bag. Into this she emptied the entire dish, and at the close of the evening she gave it to Edward "to eat on the way home." It was a wonderful evening afterward upstairs, General Grant smoking the inevitable cigar, and telling stories as he read the letters of different celebrities.

— EDWARD BOK, *The Americanization of Edward Bok*

### Activity 12

What was your red-letter day or luckiest experience? Have you ever met a distinguished or a famous person? Taking as a model Edward Bok's account of his dining, when a boy, with General Grant, narrate your experi-

ence. Aim to entertain. Watch your pronouns (Handbook, pages 311-328).

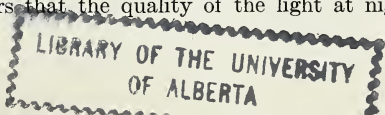
## Writing an Autobiography

### *Chapter I*

How much do you know about your ancestors? Would you like to know more? When you ask your father, mother, grandparents, or other relatives about their lives or the lives of their parents or grandparents, don't be discouraged if they say they have nothing to tell. Be a good interviewer; ask such definite questions as: What hardships did you have when you were young? What fun did you have? What thrilling and exciting experiences? How did you select your vocation and get started in it? How did your food, clothing, school, or work as a boy or girl differ from mine? What do you know about our ancestors who had the pluck to leave their homes in Europe for a new world? How did they get their start in America? What war stories of our family do you know?

### My Mother's Unusual Experiences

My mother had an unusual experience when she was sixteen. In Sweden, June 25 is the longest day, and the daylight lasts through the night. If one goes far enough north, he is able to read by this light. Because "Midsummer Night," as it is called, comes only once a year, the people of the town celebrate by gathering in the village park, where candy, cakes, and drinks of all kinds are sold. In preparation for the great event of staying up all night, everyone takes a nap in the afternoon. After my mother and her family had taken their afternoon rest, they set out for the park, where they entertained themselves by dancing and singing. My mother remembers that the quality of the light at night was like





that of the sun just sinking below the horizon, where it seemed to stay all night, except for a short time between two and three o'clock when it disappeared with the effect of a cloud passing across it. In what seemed an incredibly short time, the sun rose again.

Another incident which my mother will never forget was her crossing the North Sea. The trip from Hull, England, to Copenhagen, Denmark, was usually made in twenty-four hours. My mother and her family boarded the steamer *Sea Wings* in the late afternoon, expecting to go to bed early that evening and land the following afternoon. She and her sister watched with interest, but with unconcern, the preparations of the sailors, who were fastening and nailing down everything on deck which was loose, and placing in the hatch such things as could be moved. Having previously crossed the Atlantic, where all sorts of things, such as toys, books, and chairs were left on deck, they wondered at the careful preparations. Before morning, however, they knew the importance of these precautions, for they awoke to a storm-tossed world. The ship rocked and pitched until everyone on board was seasick. A crate of chickens, although it was tied to the deck, was swept overboard. Everyone was kept in his cabin, and some of the people were unconscious most of the way. All despaired of ever landing, but finally after three days and three nights on that storm-tossed ship, they were able to set their feet on land again. — PUPIL

### *Activity 13*

With the title "My Ancestors" or "One of My Ancestors" write the first chapter of your autobiography. Make it a lively, entertaining story if you can, but tell the exact truth. There are good stories in every home. Narratives marked "Please do not read aloud" or "Read without the name" will be treated as you request. Begin every sentence with a capital and end it with a period, a question mark, or an exclamation point (Handbook, pages 408-421).



*Another Chapter*

*Modern Lives*, prepared by Dr. Gaston and Mrs. Gaston, contains chapters from the biographies or autobiographies of Mark Twain, Thomas A. Edison, Theodore Roosevelt, and others. Dr. Rowena K. Keyes's *Lives of Today and Yesterday* and Marietta Hyde's *Modern Biography* are other volumes of chapters of biographies and autobiographies. Some junior high school classes write, illustrate with drawings and photographs, and bind similar books, which they call "Chapters of Autobiographies," "Our Adventures," "Experiences of Bloomsburg Boys and Girls," or the like. "Lost" is one chapter from such a book.

*By McEwen**Courtesy Art Education Press, New York*

## TELLING GHOST STORIES

*Activity 14*

As you study the story "Lost," get ready to answer these questions:

1. Does the writer at the start answer the questions "Who?" "When?" "Where?" and "What?"

2. Does she plunge right into the story or bore us with unnecessary explanation?

3. Does she arouse our curiosity and keep us in suspense? If so, how?

4. Does she hold our interest to the end? If so, how?

5. Is the ending abrupt or leisurely?

6. What use is made of conversation?

7. What word pictures are there in the story?

8. Does she tell how she felt and how her mother felt?

Where?

9. In what order are the events told?

10. Could you improve the story? How?

### Lost

On a hot day in summer when I was a child about seven years old, Florence, the girl who took care of me while my mother was away, took me to the woods near home.

"Come, Anna," said Florence. "Let's see who picks the biggest bunch of flowers."

"All right," I replied and immediately started to work. It seemed that the farther I went the more beautiful the flowers grew. Slowly but surely I moved away from Florence until she was entirely lost to my view. I was unconscious of all this until I heard Florence call to me in a frightened voice, "Anna, Anna, where are you?"

Thinking she was fooling, I hid behind a bush. She continued to call until her voice seemed to be far away. I got up laughing to myself. In fact I was rather proud of myself to think that I had fooled Florence, but no Florence could be seen. I called and called, but my calling was of no avail. Only my echo came back to me to increase my fear. Crouching down behind the bush, I feared every moment the bogey-man would take me, or lions, bears, or tigers would spring on me and gobble me up, as in the stories I had heard from my mother and father.

My heart was in my mouth. I hardly dared to breathe.

Every move of the branches startled me. How I wished for my mother, for her comforting words and caresses! The trees were darkly lined against the blue sky, and seemed like great giants ready to fall on top of me.

After a while I felt as if something or somebody was scratching on the back of my neck. I didn't dare to look. All sorts of imaginary giants, dragons, evil spirits came to my mind. I wondered what it was. At last a little courage came to my assistance and made me speak.

"Let me go," I cried in terror. "Let me go. I will give you my dolly. I'll promise not to fight with Pauline any more. I'll do whatever Florence tells me to do if you will only let me go." With that I turned around, expecting to see some awful beast. And guess what it was. Why, a sticker that was lying against my dress and partly against my neck, and every time I moved it would scratch my neck.

If I hadn't been in such a sad plight, I would have laughed, but anyway I felt much relieved and began to have a little more courage to look around. Seeing a path, I got up and followed it. Every step I took, I thought some wild animal or a bandit would jump at me.

At last I came to the end of the path and found I was a few blocks from home. My heart leaped with joy. But it suddenly misgave me when I thought what my father and mother would do to me. This thought quite vanished when, turning a corner, I met my friend Pauline, looking rather excited. Staring at me as if she had seen a ghost, she exclaimed in astonishment, "Anna, is it really you? Nearly everybody you know is looking for you. Where have you been?"

Just as I began to explain, Florence came running up to me in tears. She picked me up bodily, and held me so tight I could hardly breathe, as if her life depended on me.

When we reached home, there were about a dozen children and some grown-ups on the porch talking excitedly. As soon as they saw me, a shout arose that would have made a deaf man hear. I was borne in triumph to my mother like some grand princess arriving from a foreign land.

The next moment I was locked in my mother's arms with my head against her breast. How happy I felt to be safe and

sound in my mother's arms! I think I shall never again be so happy as I was at that moment.

Seeing my mother's eyes full of tears, I said, "What's the matter, Mother? Are you angry at me?"

"No," she replied. "I cry because I am happy." At that time I didn't understand her, but now I realize what she meant. Those were tears of joy and not of sorrow.

When my mother told my father, he didn't spank me, as I had expected. Instead, he laughed till the tears rolled down his cheeks. I felt rather insulted that he should laugh at me, and immediately after supper I took my doll and went to bed. There I told her my adventure, but she looked at me so foolishly that I spanked her and turned her face to the wall. — PUPIL

### *Activity 15*

Write another chapter of your autobiography. Picture people and places. Tell how you felt. Select your own subject. If you use direct quotations and words in direct address, punctuate them correctly (Handbook, pages 281 and 405-407). One class wrote an entertaining book on the following topics:

1. An adventure.
2. My trip to Italy.
3. The country school I attended.
4. My trip to Germany.
5. A storm at sea.
6. My best vacation.
7. Lost.
8. At the circus.
9. My trip to Europe.
10. Two weeks in the Catskill Mountains.
11. My trip to Rochester.
12. Points of interest in New York City.
13. A visit.
14. My trip to Minnesota.
15. In the Adirondacks.
16. My first week in camp.
17. An adventure I had last summer.
18. My first visit to the zoo.
19. A thrilling game.
20. Vacation experiences in France and England.
21. My first acquaintance with a policeman.
22. My first dance.
23. Pranks of my youth.

Another class chose these topics:

1. At Wannaque.
2. A summer on a farm.
3. My first year in school.
4. My earliest recollections.
5. My trip to

Washington. 6. A vacation at Lake Ronkonkoma. 7. A snake experience. 8. My trip to Niagara Falls. 9. My vacation at camp. 10. Vacation at my uncle's home. 11. My early childhood. 12. My trip to South America. 13. My trip to Yellowstone National Park. 14. A week in Virginia. 15. A vacation in Maine. 16. My billy goat. 17. A naughty little girl. 18. Picking huckleberries. 19. My first dive. 20. A bicycle ride I shall not forget. 21. Donald and I go fishing. 22. Our club.

## Writing from Dictation

### *How to Prepare a Dictation*

1. Notice the division into paragraphs. Each speech in a conversation is in a separate paragraph.

2. Note the division of each paragraph into sentences.

3. Study the punctuation, especially the marks before and after the speeches.

4. Look at the spelling of new and hard words (Handbook, page 437).

5. Have someone dictate the anecdotes to you. Correct your work with the book. When you make a change, think what your error was and how you will avoid making it again.

### *Rules of the Game*

In class write the passage dictated, then exchange papers, and with your book open place a number over every error:

Word omitted

Word added

Wrong word

Misspelling

Punctuation or capitalization error

Mistake in paragraphing

Mistake in the division of a word at the end of a line

No margin or a narrow margin

1. Count a misspelling two and every other error one.
2. Omission of a pair of quotation marks is one error.
3. If a comma ends a sentence, omitting the period is one error, and beginning the next sentence with a small letter is another.
4. Each word omitted or added is one error; three words are three errors.
5. Failure to indent a paragraph or indenting in the middle of a paragraph is an error.

*Example of scoring:*

<sup>1</sup>When <sup>2</sup>general Washington was President of the United States <sup>3</sup>  
 he had a <sup>4, 5</sup>secratery, <sup>6</sup>who was directed to come at a <sup>7, 8</sup>certain <sup>9, 10</sup>hour  
<sup>11, 12</sup>each day, more than once he was late and excused himself by  
 saying that his watch was wrong.  
<sup>13</sup>"Then," said the President, <sup>14</sup>if your watch is to blame <sup>15</sup>  
<sup>16</sup>either you must buy another watch, or I must get another  
<sup>17, 18</sup>secratery.

### *Activity 16*

Prepare to write from dictation the following selections. Watch especially the punctuation and capitalization of direct quotations (Handbook, pages 405-407).

#### 1. A Tardy Secretary

When General Washington was President of the United States, he had a secretary who was directed to come to him at a certain hour each day. More than once he was late and

excused himself by saying that his watch was wrong. "Then," said the President, "if your watch is to blame, either you must get another watch, or I must get another secretary."

## 2. How Mark Twain Was Misjudged

When Mark Twain was a young and struggling newspaper writer in San Francisco, a lady of his acquaintance saw him one day with a cigar box under his arm, looking in a shop window.

"Mr. Clemens," she said, "I always see you with a cigar box under your arm. I am afraid you are smoking too much."

"It isn't that," said Mark. "I'm moving again."

## 3. The Missing Link

When Tommy handed in his homework the teacher examined it very closely. "That looks suspiciously like your father's handwriting, Tommy," he said. "What have you got to say?"

"Well, sir," replied Tommy after a long pause, "now I come to think of it I used his fountain pen."

— *Des Moines Register*

## 4. A Blood Relative

When years ago the dusky queen of the Hawaiian Islands was in London, she was entertained at Windsor Castle. At a court dinner she said to Queen Victoria, "Your Majesty, I am a blood relative of yours."

"How so?" was the queen's astonished answer.

"Why," said the Hawaiian queen, "my grandfather ate your Captain Cook."

## 5. A Place by the Fire

Benjamin Franklin was traveling in cold weather and saw no vacant place at the tavern fire where he could warm himself. He cried out the order, "Half a peck of oysters in the shell for my horse."

All the fireplace crowd rushed out to see a horse eat oysters. Soon they came back and told him his horse wouldn't eat oysters.



"Won't he?" asked Franklin, now comfortably seated by the fire. "Bring them in then and I'll eat them myself."

## 6. Doctors

Prince Bismarck, who was not noted for an even temper, was taken ill, and a physician was summoned. Pressed with searching questions, Bismarck gave surly, reticent replies.

"How can I prescribe for you unless I know your symptoms?" the physician protested.

"Why do you have to ask me so many personal questions?" stormed Bismarck.

"What you need," returned the physician, preparing to depart, "is a horse doctor. He doesn't ask his patients *any* questions."

## Making Up Stories

Everybody writes best about what he knows thoroughly at first hand — his family, his friends, his home, his own town or city, the grocery store on the next block, his school, a house or place he has visited. If people, places, and happenings are not clear in the mind of the writer, he cannot make his readers see and enjoy them. Many, however, write successfully of people and places they have read and heard a great deal about.

## Activity 17

In four minutes reproduce entertainingly a short story — Richard Harding Davis's "Gallegher," Thomas B. Aldrich's "Goliath," Mary Wilkins Freeman's "The Revolt of 'Mother,'" Poe's "The Gold Bug," Poe's "A Descent into the Maelstrom," Kipling's "Wee Willie Winkie," O. Henry's "The Ransom of Red Chief," Hawthorne's "The Great Stone Face," Stockton's "The Lady or the Tiger?" John Fox, Jr.'s "Christmas Night with Satan," or a short story from any one of the



following books. Don't hesitate or flounder. Make the story march. Talk to your classmates. Don't over-work *and, but, so, and then.*

Aldrich, Thomas B.: *Two Bites at a Cherry; Marjorie Daw, and Other People*

Allen, James Lane: *Kentucky Cardinal*

Andrews, Mary: *Perfect Tribute*

Bacon (Daskam), Josephine D.: *Smith College Stories*

Davis, Richard Harding: *Van Bibber and Others; Gallegher and Other Stories; Stories for Boys*

De la Ramée, Louise (Ouida): *The Nuremberg Stove; The Dog of Flanders*

Dickens, Charles: *Christmas Stories*

Doyle, Arthur Conan: *Adventures of Sherlock Holmes*

Freeman, Mary Wilkins: *A New England Nun; A Humble Romance*

Grahame, Kenneth: *The Golden Age; Dream Days*

Harte, Bret: *The Luck of Roaring Camp*

Hawthorne, Nathaniel: *Twice Told Tales; Wonder Book; Tanglewood Tales; The Snow Image*

Henry, O. (Sidney Porter): *The Four Million; The Voice of the City; The Trimmed Lamp; The Ransom of Red Chief and Other O. Henry Stories for Boys*

Kelly, Myra: *Little Citizens*

Kipling, Rudyard: *The Jungle Book; The Second Jungle Book; Actions and Reactions; The Day's Work; Land and Sea Tales for Boys and Girls*

Paine, Ralph D.: *College Years*

Poe, Edgar Allan: *Prose Tales*

Pyle, Howard: *The Book of Pirates*

Seton, Ernest Thompson: *Wild Animals I Have Known; Lives of the Hunted*

Stevenson, Robert Louis: *The Bottle Imp; Dr. Jekyll and Mr. Hyde; The Merry Men; New Arabian Nights*

Stockton, Frank: *The Lady or the Tiger?*

Tarbell, Ida M.: *He Knew Lincoln*

Tarkington, Booth: *Monsieur Beaucaire*

Ward, Bertha Evans (editor): *Short Stories of Today*

Whitfield, Raoul: *Silver Wings*

Williams, Blanche Colton (editor): *New Narratives*

Williams, J. L.: *Princeton Stories*

Wright, William H. (editor): *Great Detective Stories*

### *Point of View*

In *Treasure Island*, Jim tells in the first person the part of the story in which he is an actor. *Ivanhoe*, like most stories, is written in the third person. Usually the first person is easier for the beginner.

### *Activity 18*

1. Does the introduction of "Sam Baker's Burglar" give the time, the place, and the persons?

2. Does the writer know firsthand the people and the places? Give a reason for your answer.

3. Does the interest increase up to the climax? Prove.

4. What use is made of conversation?

5. What word pictures are there?

6. Do you like the surprise ending? In what other ways might the writer have ended the story?

7. What well-chosen words or phrases are used?

8. Of what use to the writer was his paragraph outline?

### *Sam Baker's Burglar*

1. Burglaries and excitement in Bloomsburg

2. Peace when burglars depart

3. Sam Baker's boasting to calm his wife's nerves

4. The burglar

5. Jean much improved

In the little town of Bloomsburg three houses were entered by burglars during the month of May; and silver, jewelry, and little keepsakes disappeared. Such unusual events made

*Times Wide World*

#### A PET TAKES TO THE TALL TIMBERS

conjecture and talk for every man, woman, and child. All the highly strung women slept little, looked haggard, and a few were reduced to the point of hysteria. The men were composed and brave, but the two hardware stores sold out their stock of locks and bolts.

The police force of one lone man wore his brass-buttoned blue uniform for several days, incidentally doing considerable

bragging and blustering; yet no burglar was apprehended. Gradually the women grew calmer, and the excitement died out, for the subject had grown threadbare from much discussion and from the lack of new developments. The burglars had evidently departed for a more lucrative field.

The whole affair had so upset Jean Baker that she could not quickly throw off her nervousness. Her husband Sam, a big, broad-shouldered man with a booming voice, spent many a ten minutes trying to allay her fears by recounting what he would do to protect her if a burglar was caught entering his house.

A few nights ago Jean shook him and excitedly whispered that she had been awakened by a suspicious noise below. Sam, all strength and courage, crept downstairs and noiselessly entered the living room, and there, sure enough, was a burglar bending over the library table and faintly outlined against the window opposite. Sam took one step forward, yelling with a mighty voice, "You get out of here!" and striking the burglar with one sure blow of his strong right arm. Down to the floor crashed their new gooseneck reading lamp.

The scare ended in such gales of laughter that Jean's nerves were much improved. — PUPIL

### *Activity 19*

For an imaginative story you may begin with an experience, news story, or incident about which you have heard or read, and then change it or make it over into a good story. Think out a probable plot and write as if the story were true. Which of the suggestions in this unit can you apply? Punctuate correctly (Handbook, pages 277-293 and 405-407).

1. That dreadful day. 2. A bully humbled. 3. A race. 4. Hidden treasure. 5. Footprints. 6. Harnessed bull's oddest run. 7. Airedale chews up doggie that owner valued at \$1000. 8. Sticks to burning engine cab. 9. Novel run-away on Main Street. 10. Receives strange-looking package

on Christmas Eve. 11. Dog saves boy's life. 12. Lost in the woods. 13. Bicycle runaway. 14. Adrift in a boat. 15. Voyage in a submarine. 16. Adventure story. 17. Finding the treasure. 18. Another experience of Robinson Crusoe. 19. My trip in an airship. 20. A narrow escape. 21. Burglar's bad mistake. 22. A journey to the land of giants. 23. Outwitting the enemy. 24. A ride for life. 25. A haunted house. 26. Paid in full. 27. Two boys see a stump that in the dark looks like a man. 28. An aristocratic woman with a tiny dog — a cat — a tree. 29. Another animal story. 30. A "Just So" story. 31. Another adventure of Will Banion, Jim Hawkins, or a character in a book you are now reading or studying. 32. An embarrassing experience. 33. The fate of a new Easter hat. 34. A chapter of the autobiography of a dog or a horse. 35. Autobiography of an old chair. 36. The greenhorn. 37. A story a schoolbook could tell.

### *Activity 20*

1. Make up a story based on one of the pictures in this unit. Consider the picture an illustration to be printed with the story. Imagine, for example, other escapades of the cub Mr. Scully brought back for his children from his hunting trip in Montana (page 63), or a hunting, ghost, or Halloween story suggested by the pictures on pages 34, 53, and 66.

2. Locate a Rip Van Winkle story in your part of the state in the twentieth century. First, read again Irving's story. Then change the characters, setting, and incidents.

### *Activity 21*

Make up a story with one of the following titles or any other title. Which of the suggestions in this unit does your story illustrate? Does the plot lead straight to the climax? Is the conversation natural?

*Publishers' Photo Service*

#### GETTING READY FOR HALLOWEEN

1. The substitute pitcher. 2. The lame duck. 3. The lion and the mouse. 4. Billy's one mistake. 5. Handicapped. 6. For the honor of the school. 7. How I solved the mystery. 8. Just a mix-up. 9. The "fresh" freshman. 10. Peg's dilemma. 11. A case of mistaken identity. 12. The adventures of Bob Hanson. 13. Silent Steve. 14. What



would a gentleman do? 15. A glorious failure. 16. The vanity girl. 17. The conflict. 18. The locket. 19. The lost purse. 20. Won! 21. A loyal friend. 22. Christmas spirit. 23. The substitute for Santa Claus. 24. Brave Tom. 25. The unexpected happens. 26. Anne's plan. 27. A cat tale. 28. Air-minded. 29. More about Tom Sawyer. 30. Another adventure of Tom Canty.

### Remember

In reproducing a story —

1. Keep the story moving swiftly.
2. Use your imagination.
3. At times quote directly.
4. Use a period between two sentences, not *and*, *but*, *so*, *and-ur*, *but-ur*, or *so-ur*.
5. Talk to your classmates. Look into their eyes.
6. Stand easily, not stiffly. Don't slouch or wriggle.
7. Speak distinctly.
8. Use a pleasing voice.

When writing a narrative —

1. At the start answer the questions "Who?" "When?" "Where?" and "What?"
2. Plunge right into the story.
3. Arouse curiosity and keep your hearers or readers in suspense.
4. Keep the point of the story back till near the end.
5. Conclude briefly, or omit the conclusion.
6. Add life to the story by having the people talk. Make the conversation natural, lifelike, and appropriate. Use contracted forms. Avoid repetition of *said*.
7. Picture the people and places. Let the reader know the feelings of the characters.
8. Use words accurately.

9. By omitting unnecessary words and details make the story move swiftly.

10. Tell the events in the order in which they happened.

When preparing a dictation —

1. Note the division into paragraphs.
2. Notice the division into sentences.
3. Study the punctuation and capitalization.
4. Jot down words you are not sure you can spell and study them.
5. Have someone dictate the passage to you. Compare your copy with the original.



## UNIT 4

# BUILDING PARAGRAPHS

### Why Paragraphs?

Have you ever, when selecting a novel for leisure reading, glanced through it to see how much conversation it contains? If so, you know that the short paragraphs of conversation are easier reading than long paragraphs. How would you like to read a book that was just one long paragraph? If division into paragraphs helps you when you are reading, remember this fact when you write.

### *Test — Paragraphing*

Recalling that in conversation each speech is in a separate paragraph, rewrite the following in correct form. Show that you have good eyes by spelling every word correctly and punctuating accurately.

### A Patient Fisherman

About six o'clock on a fine morning in the summer I set out from Philadelphia on a visit to a friend, at the distance of fifteen miles; and, passing a brook where a gentleman was angling, I inquired if he had caught anything. "No, sir," said he, "I have not been here long enough — only two hours." I wished him a good morning, and pursued my journey. On my return in the evening I found him fixed to the identical spot where I had left him, and again inquired if he had had any sport. "Very good, sir," said he. "Caught a great many fish?" "None at all." "Had a great many bites though, I suppose?" "Not one, but I had a most glorious nibble." — BENJAMIN FRANKLIN

### What a Paragraph Is

In a dialog each speech is a paragraph. Ordinarily, however, a paragraph is a group of sentences developing one topic. In the third paragraph of "A Patient Fisherman," for example, Franklin's topic is the happenings between the morning and the evening conversation with the fisherman.

Paragraphs vary widely in length from the short ones to an occasional long one of 250 or 300 words. A good length for ordinary writing is 100 to 150 words. In newspaper articles and business letters shorter paragraphs are used. The average length of paragraphs in business letters is about 60 words; in newspaper articles, about 75 words. Don't make the mistake of writing in a composition or on a test a paragraph pages long or of starting a new paragraph for each sentence.

### *Activity 1*

Count the words in five paragraphs of a magazine article and find the average. By count find also the average number of words in five paragraphs of a good newspaper article and five paragraphs of a good business letter. Bring the articles and the letter to class.

### Topic Sentence

When one travels by train, he first buys a ticket, on which his starting point and destination are shown. Likewise when one writes or speaks a paragraph, it is wise to start with a topic sentence making clear exactly what he is going to talk about. A topic sentence is a brief statement of the subject of a paragraph. Although commonly placed at or near the beginning of the para-

graph, it may be kept for the last sentence and is occasionally omitted. At the beginning of the paragraph it furnishes a destination or goal for the writer or speaker and guides him in traveling toward his goal.

A good topic sentence, like a good guide, gives accurate and complete information. Some topic sentences are about as vague as the directions, "Go straight ahead for about a half mile, then turn right, then turn left, then turn left again."

One can develop a narrow topic sentence in a paragraph but usually needs two or more paragraphs to discuss a broad topic. "A true sportsman has many admirable qualities" and "A true sportsman is honest, courteous, self-controlled, courageous, loyal, and enthusiastic" are broad topic sentences. "A true sportsman must be a good loser" and "A true sportsman will never cheat to win" are narrower topic sentences.

### *Activity 2*

In each pair which topic sentence is the more useful guide to a person writing a paragraph?

#### **1**

- a. Canoe tilting is a good sport.
- b. Canoe tilting is a good sport, because it takes nerve, strength, and endurance to play the game.

#### **2**

- a. Dogs often show great intelligence.
- b. Dogs are good pets.

#### **3**

- a. Last Saturday Jack and I fished all day.
- b. Last Saturday Jack and I had great luck fishing for trout.

## 4

a. Camping is a form of recreation which is pleasingly blended with a form of learning.

b. For two reasons camping should appeal to boys and girls.

## 5

a. A stamp collector does more than gather colored bits of paper.

b. Stamp-collecting is a good hobby.



PLOWING IN PALESTINE

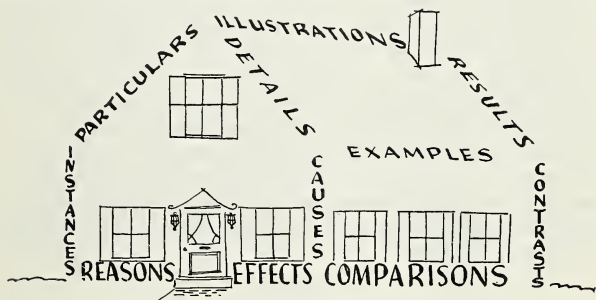
### Activity 3

Think of five topics you know something about. Then make about each a statement that you can "back up." For example, if you have read *Treasure Island*, can you "back up" the statement, "Jim was a quick thinker"? If you like to swim, can you prove the statement, "Swimming is a healthful sport"? Then write

these five statements down as topic sentences that you can develop into paragraphs. A narrow topic sentence is ordinarily better than a broad one.

### How a Paragraph Is Built

After writing the topic sentences ask yourself these questions: "How?" "Why?" "What?" "What of it?" "What is it like or unlike?" "What example or illustration will make my point clear?" "How do I know?" If you know enough about the subject to write a para-



graph, these questions will call forth particulars, details, examples, illustrations, instances, comparisons, contrasts, causes, reasons, effects, and results, which are, like the boards, stone, shingles, and beams of a house, the material out of which a paragraph is built.

In building a paragraph or a house, one needs, before beginning the actual construction, materials and also a plan in mind or on paper. The written plan of a good paragraph is orderly notes, not blueprints. When planning, arrange your ideas or points in a natural, sensible order.

*Examples of plans and paragraphs:*

## 1

The character of the police dog is complex.

My discovery of the dual personality

A suspicious, fearful, stealthy wolf at night

A loyal-hearted and true dog in the daytime

### The Police Dog

The character of the police dog is complex. My best pal is one of these half-wild creatures, and from constant companionship I have discovered that he really has a dual personality. At night he slinks along with the stealthy tread of the wolf, nostrils quivering as he warily follows an imaginary scent and eyes gleaming like two phosphorus lights through the darkness. The ingrown fear of the unknown shows in the strained poise of his body or the suspicious turn of his head. But with the coming of daylight all the eerie illusions that are the companions of darkness vanish, and the police dog becomes a domesticated animal relying on man for the very substance of life. Gone is the cowardly and suspicious wolf, and in his place stands the dog, loyal-hearted and true. — PUPIL

## 2

“Next” has a variety of meanings.

Small child in dentist’s office

Customer in a crowded store

Unprepared pupil

Pupil playing a game

Applicant who has already been interviewed

Applicant waiting for an interview

### “Next”

“Next” has a variety of meanings. To the small child sitting in the waiting room of a dentist’s office that word means that his hour of torture has come. How different the customer in a crowded store feels when the “next” is

meant for her. Generally she heaves a great sigh of relief. In the classroom that monosyllable always causes the pupil who is unprepared to have inward qualms. When the same pupil, however, is playing a game, "next" carries momentary joy with it. To the boy who is seeking a position, "next" may have either of two meanings. To the fellow who has already been interviewed, the word sounds cruel and unreasonable, for it suggests that he has failed to "land the job." But if he is the next to be interviewed, his hopes rise and his heart goes pitapat. What pictures are called up by the word "next"! — PUPIL

### Self-Criticism Chart — Paragraph

1. Have I something to say that is worth hearing or reading?
2. Does the paragraph discuss only one topic?
3. Does the first sentence tell clearly and interestingly what the paragraph is about?
4. Are my details arranged in order?
5. Have I a good concluding sentence?

### *Activity 4*

Using one of the five topic sentences which you wrote or one of the topic sentences on pages 71-72, plan a paragraph and then build it. Check your work for sentence fragments and comma sentences (Handbook, pages 408-421).

### *Activity 5*

On one of the following topics prepare a lively one-paragraph speech. On two other topics write good paragraphs. In your building and revision apply all the suggestions in this unit. Punctuate correctly (Handbook, pages 277-294).



1. A new school rule. 2. Saturday. 3. A recent invention. 4. The wildest animal I ever encountered. 5. Plowing in Palestine (page 72). 6. The most interesting room in our school. 7. My ambition is to travel in ——. 8. Bureau (or desk) drawers. 9. The modern hero. 10. Why the human body is called an engine *or* The body as an engine. 11. Good sportsmanship in the classroom. 12. Colonial substitutes for money. 13. Why have juvenile courts? 14. The best motion picture of the year. 15. The intelligence of my dog, cat, or another pet. 16. Bird feeding stations. 17. The stagecoach. 18. An opportunity for school service. 19. The first transcontinental railroad, airplane flight, or telephone message. 20. Courtesy in the library, study hall, corridors, locker room, or another schoolroom. 21. My first scientific experiment. 22. The enemies of healthy trees. 23. Artificial respiration. 24. Talking books for the blind. 25. One way of keeping physically fit. 26. My way of attacking an unpleasant job.

### *Activity 6*

On an interesting news item, a brief magazine article, or an unusual scene in a recent news reel, prepare a paragraph talk of no more than four sentences. Make each sentence a complete, concise unit of thought. Use one or more complex sentences (Handbook, pages 398-404). Pupils at their seats will criticize your sentence structure and your paragraph development.



## UNIT 5

# PERSUADING AND MAKING ANNOUNCEMENTS

### Persuading

What are the most important events on your school calendar this month? A basketball game to decide the championship, a play, and a student board election? If so, your classmates and probably you yourself are busy selling tickets, campaigning for a candidate for office, or gaining support for some new school regulation. How can you be a good salesman? It is not enough to convince your audience that your cause is a good one; you must arouse them to act. The process of convincing plus arousing to action is called "persuading."

Three important steps in persuading are:

1. To paint pictures and tell stories, not make general statements. A brief, vivid story about the last exciting game with your basketball team's traditional opponent is more effective than a statement that your team is again playing its rival.

2. To see your cause through the eyes of your audience. Then you will be able to foresee their objections and overcome them.

3. By your own enthusiasm, fairness, and sincerity to show your listeners how important their co-operation is.

To hold the attention and gain the support of your audience, you must also enunciate clearly and use a

pleasing voice. Ordinarily if it is hard to hear a speaker, the audience do not listen.

### Making a Campaign Speech

In nominating a candidate for the Student Council or president of a club, explain briefly the type of person needed for this office. Then name your candidate. By describing his character, his ability, and his experience and previous service, prove that he is well qualified for the office. Follow this with a statement of his platform and the program of improvements or reforms for which he stands. Then formally nominate him.

#### Nominating Bill Hollis

In outlining the type of person needed as athletic representative on the new Student Council, Mr. McCann, the council's faculty adviser, said, "He should be an athlete who thoroughly understands the athletic needs of our school, should have a good record in scholarship, and should have a program for improving the athletics of the school."

Because he more than fulfills all these requirements, my candidate is Bill Hollis. He has been a star player on our championship basketball team for two years and its captain for the last two terms. His remarkable diving at our swimming meets has won many points for our school. Not satisfied with swimming and basketball, Bill has now turned to tennis and has won every match on his schedule this season. What finer example of athletic achievement has our school produced?

As for scholarship, everyone knows Bill Hollis is boy leader of Junior Arista and won the Taylor medal in biology last year. If elected, he will introduce definite plans for intramural competition in swimming, basketball, baseball, tennis, and track — a scheme which has long been talked of but never carried out in this school. With confidence in his ability and efficiency I nominate William Hollis.

### *Activity 1*

Nominate a candidate for office in your class club or another club or school organization. By your earnestness and convincing reasons, gain support for your candidate. Appositives save words (Handbook, pages 282-286). Use a pleasing voice and enunciate distinctly (Handbook, pages 448-456).

### **Increasing Membership in Clubs and Teams**

Through graduation, transfer, and lack of interest school clubs and teams lose members. It may, therefore, be necessary to plan a campaign to interest students in extracurricular activities. Since persuading includes convincing and arousing to action, a brief talk to induce students to join a club should cover most of the following points:

1. A challenging statement or question which will arouse interest or show students the need for this extracurricular activity.

2. A statement of the aims of the organization and a brief view of its activities.

3. The frequency, time, and place of meeting. Dues may also be mentioned.

4. The announcement of some special feature (a party, special program, exhibition) to which everyone is invited in order that he may become acquainted with the members and their activities. If a sheet of paper is circulated for the signature and official room number of every student who is interested, the secretary will be able to follow up prospective members and send out invitations.

*Example:***The Lifesavers' Club**

Last summer at a lonely lake up in the Canadian woods a boy heard a cry for help. In a flash he was in the water, streaking for the struggling man. Soon he had the man on dry land and, after applying artificial respiration for several minutes, had restored him to consciousness. That boy was Bob Ellis, whom you all know, and the man was his father. If Bob hadn't joined our Lifesavers' Club last year, this story might not have ended so happily.

The Lifesavers' Club was organized two years ago to provide entertainment and further training for boys who enjoy swimming. Mr. Curtis, the swimming coach, instructs members in the methods of lifesaving approved by the Red Cross. Members learn how to approach a drowning person properly, to break dangerous grips, to bring victims to land, and to apply artificial respiration. Every term the Red Cross lifesaving tests are given, and eleven of our members already have their badges. In addition, members receive valuable coaching in improving their strokes.

The club meets every Thursday afternoon from three-thirty to five o'clock in the natatorium and welcomes all students who have passed one term of swimming instruction. Next Thursday at three-thirty there will be a special exhibition of lifesaving and diving and an exciting game of water polo. Everyone who is interested in joining the club is cordially invited to attend and see a sample of the fun we have.

**Activity 2**

In a brief talk persuade the pupils in your class to join a school club to which you belong or which is launching a campaign for new members. Follow the suggestions on page 79. For conciseness and clarity occasionally use adjective clauses with correct relative pronouns (Handbook, pages 394-399).

## Making Announcements

When persuading your audience to buy tickets for a school entertainment or to attend Open School Night, you must make it easy for them to act. An announcer briefly presents the essential facts. A good announcement includes the necessary details clearly and completely explained: (1) the time, including the date and the hour; (2) the place and, if necessary, a few simple directions for reaching it; (3) the price of tickets and where they may be bought; and (4) if the event is a game or athletic meet, the other teams or schools taking part.

If you are announcing a contest, state clearly the date when all contributions must be submitted, the rules, and perhaps the names of persons who may be consulted for further information. Mention of prizes or awards for the winners also helps to stimulate interest. Common errors to be avoided are (1) making the announcement too long and involved and (2) overworking the appeal to school spirit.

## The Washington Baseball Game

Next Saturday, May 16, at 2:30 P.M., Jefferson Junior High School's baseball team will play Washington Junior High School at Peter's Field. In the last game with Washington we won by the score of 3 to 1.

Coach Kerling intends to start George Ohlau in the box on Saturday; and Kenneth Norton, the whiz of Washington, is expected to pitch for our opponents. Ohlau, you remember, held the Red and Blue team to five hits the first time he pitched against them.

With two such well-matched teams, it's sure to be a tight game. Coach Kerling says, "If our boys use their heads and

are on their toes every minute of the game, Jefferson will win."

Tickets are twenty-five cents. Give your quarter to your home-room representative, or buy your ticket from your teacher of health education. Don't miss the best game of the season! — PUPIL

### *Activity 3*

Prepare to make in class a brief, clear, and forceful announcement of an approaching entertainment, contest, or sports event in which your school is taking part. Give all necessary details. Watch your verbs (Handbook, pages 329-371).

When you have completed your announcement, your teacher will ask another pupil to repeat the important details which you have just mentioned. This will be a test not only of the clarity of your announcement, but also of the ability of the class to listen closely.

1. A baseball, football, basketball, or hockey game. 2. A lantern slide lecture by the Biology Club. 3. A swimming meet. 4. A tennis or handball tournament. 5. A poster contest sponsored by the Art Club. 6. A Gym Club exhibition. 7. A chess tournament. 8. A Stamp Club, Poster Club, or Designers' Club exhibit. 9. A demonstration sponsored by the Chemistry, Engineers', or Biology Club. 10. A debate. 11. Field day. 12. An intramural competition. 13. A spelling or pronunciation bee. 14. A poetry, essay, or short story contest. 15. A track meet. 16. Class night. 17. A Dramatic Club play. 18. A concert or operetta. 19. A Parents' Night entertainment. 20. An exhibit of the Manual Arts or Domestic Science Club.

### *Activity 4*

Persuade your classmates to subscribe for the school newspaper or to buy the school handbook.

### Recommending a Book

After you have read a book, your English teacher may ask you to try to induce your classmates to read it also. In this case you must not only convince them that the book is worth while but also arouse their interest to such a degree that they will be eager to read it.

You may begin to retell vividly the most interesting or exciting incident in the book and then stop at the climax; give a brief sketch of the most unusual character; read a fine bit of description or humor; with a partner dramatize a short scene; or give your opinion of the book and reasons to back it up. These and many other methods may be employed in persuading others to read the book.

### *A Tenderfoot with Peary*

By George Borup

Outside is the black arctic night and a howling wind laden with particles of ice. Inside an igloo, made specially small to conserve the heat, are a few white people, among them Commander Peary. They lie close together in order to keep warm. What a great relief to be warm, thinks the youngest boy among them. Ever since his arrival in the far North the Eskimos have been saying that he will soon be "all same Peary" — that is, that his feet will freeze. On a previous expedition Peary's feet were so badly frozen that several toes had to be amputated. In a warm igloo with four stoves going the boy is comfortable. But what will become of him out on the sea ice without a stove?

This question and many others are answered in *A Tenderfoot with Peary* by George Borup. It is a thrilling story of Peary's successful attempt to reach the North Pole, and it is told by a young man who has never been on such a trip



before — a tenderfoot. The account of his experiences is humorous, but his wit cannot disguise the terrible hardships which members of the expedition underwent. Instead, by contrast, it reveals even more vividly the bravery and perseverance of the small band of valiant explorers led by Peary.

*A Tenderfoot with Peary* is a book of adventure which no red-blooded American boy or girl should miss. — PUPIL

### *Activity 5*

Using one or more of the suggestions given on page 83, prepare a two-minute talk on a book for home reading you recently finished. Make your first sentence arresting and follow it with details which will hold your audience's interest. Speak clearly and enthusiastically. Students at their seats will jot down on a slip of paper the titles of books which they would like to read. Before the end of the period the slips may be collected and the votes counted. Each student who has given a book talk will then be able to judge the success of his talk by the number of students he has interested in his book.



## UNIT 6

### WRITING SOCIAL LETTERS

#### Why Learn How to Write a Good Letter?

For most people letter writing is the most important form of written composition. Everybody writes letters, and the person who can write pointed business letters and bright, entertaining friendly letters has a big advantage over the one who has never studied the art of letter writing.



The friendly letter is a talk to absent friends or relatives. Because your letter represents you, you should take pains to be well represented. In a letter to his daughter General Robert E. Lee said, "It has been said that our letters are good representatives of our minds. If fair, correct, sensible, and clear, so may you

expect to find the writers. They certainly present a good criterion for judging of the character of the individual."

A mistake in grammar or spelling or a blot on the page is like a dirty face, uncombed hair, or a soiled dress or shirt. Discourtesy in a letter is similar to a boy's failure to lift his cap or to hold a door open. Even an error in the punctuation or capitalization of the heading or the leave-taking, like eating with one's knife, suggests ignorance or carelessness. A good letter shows that the writer is neat, careful, courteous, and intelligent.

### Heading, Salutation, Complimentary Close, Signature

The heading of a letter includes the street number, city, state, and date, and is placed above the letter at the right. (The heading of a letter from a village or the country does not include a street number.) The salutation is the greeting — for example, *Dear Ruth*. The complimentary close is the leave-taking which precedes the signature.

### Activity 1

Examine the following letter. Then answer these questions.

1. What is placed on the first line? Second? Third?
2. In the heading, salutation, complimentary close, and signature of the letter there are four commas — no other punctuation marks. Where are they?
3. Are any words in the heading abbreviated?
4. How is the salutation capitalized? The complimentary close?

1310 Cedar Avenue  
Duncan, Oklahoma  
December 11, 1937

Dear Virginia,

*I have been very busy lately because of our tests. Lessons are terrible around this time, for Christmas is coming, and I'd much rather decide where to put the Christmas tree than find out what "x" equals.*

*A most wonderful thing has happened. My dog has learned to walk on his hind legs! The miracle was performed by many candies, whippings, and cakes.*

*Mother and I went shopping last Saturday, and now I have a pair of new shoes. In the store I decided upon a certain shoe and the salesman went to find its mate. He looked here and there and everywhere, but still the shoe successfully eluded him. Since he had no duplicate pair, Mother and I decided to leave. As I stood up, the missing shoe slipped from a fold in my coat and fell on the floor. You can imagine how I felt!*

*Oh, I almost forgot to tell you the tale of my cousin's Christmas present. You know what a tease my dad is and how he enjoys certain games I have. From that you can deduce the result of a harmless shooting game. We shot and shot almost all evening. As soon as it was discovered the darts didn't hurt anything, we grew bold and didn't shoot always at the target. Dad, unluckily, struck a vase and knocked it over. The vase had swung around almost to the edge of the shelf before I had the presence of mind to leap forward and catch it before it met the floor. The game is, at present, in my bureau, neatly wrapped up in Christmas paper with a tag on it reading "Merry Christmas to George." Thus it will await the holiday.*

*Please write and tell me your plans for the holidays. How is your new club getting along? How many new members have you initiated? What interesting programs have you had?*

Lovingly yours,  
Doris Ribett

### Heading

As the example illustrates, the better practice is to use a slanting or sloping margin for the lines of the heading, to avoid abbreviations, and to use commas only after the day of the month and the name of the city or town. The first line of the heading begins ordinarily slightly to the left of the center of the page. Begin far enough to the left to avoid crowding.

If the address does not include a street number, the heading occupies only two lines.

Macedonia, Iowa  
January 12, 1938

Erlanger, North Carolina  
February 12, 1938

The address and date may be placed after the signature. This form is not so common as the one already shown.

*Dear Carl,*

---

*Cordially yours,  
Harry Leach*

*1219 Fourth Avenue  
Milwaukee, Wisconsin  
January 4, 1938*

### Salutation

The salutation of a friendly letter may be:

*Dear old Pal,  
My darling Child,  
Dear Aunt Bess,  
Dear Mrs. Johnson,*

*Dear Bill,  
Dear Dad,  
Dearest Mother,  
My dear Louise,*

or a similar expression, and is followed by a comma or a colon. The first word and all nouns are capitalized. Do not use *Dear Friend* as the salutation. *My dear Josephine* is generally considered more formal than *Dear Josephine*.

There is another way to punctuate the heading. If you are curious, you can find it in Book II of *English in Action*. In *Junior English in Action* only the simplest and best way is given.

### Complimentary Close

Begin the complimentary close about halfway across the page, capitalize only the first word, and place a comma after it. Taboo *I am*, *I remain*, or *hoping* at the beginning of the complimentary close. Correct complimentary closes are:

<i>Your son,</i>	<i>Your loving daughter,</i>
<i>As ever,</i>	<i>Lovingly yours,</i>
<i>Cordially yours,</i>	<i>Faithfully yours,</i>
<i>Sincerely yours,</i>	<i>Yours affectionately,</i>

### Signature

The signature, which begins a little farther to the right than the complimentary close, should be written plainly. There is no punctuation mark after it. To sign a letter to a close friend with your first name or a nickname only is cordial but is risky if your name and address are not on the envelope. In that case, if the letter does not reach the person to whom it is sent, it may land in the dead-letter office, because the postal authorities cannot return a letter to *Jack, Duncannon, Pennsylvania*, or *Tommy, 260 West Seventy-sixth Street, New York City* (an apartment house).



*Superscription*

*Harriet Rogalin  
350 South Third Street  
Brooklyn, New York*

Stamp

*Miss Ruth Vetter  
215 Washington Street  
Boston  
Massachusetts*

Notice that the superscription occupies a little more than the lower half of the envelope and begins slightly to the left of the center and that the return address is in the

upper left corner. By writing the superscription plainly and correctly you will help the postal clerks and make sure that your letter will reach the person to whom you address it. On Christmas cards alone, carelessly addressed and therefore undelivered, it is estimated that each year more than \$300,000 is wasted. It is better not to abbreviate. When the name of the state is abbreviated, *Va.* and *Pa.*, *Md.* and *Ind.*, *Colo.* and *Cal.*, *Miss.* and *Minn.* are often confused.

### *Mastery Test 1A — Letter Form*

Of the 6 salutations, 6 complimentary closes, 2 signatures, 4 headings, and 2 superscriptions, the punctuation and capitalization of ten are correct and of ten are incorrect. Write on a sheet of paper the numbers of the correct ones.

- |       |                   |  |
|-------|-------------------|--|
| 1.    | Dear Mother,      |  |
| 2.    | Dear mother,      |  |
| 3.    | My Own Dear Son,  |  |
| 4.    | My own dear Son,  |  |
| 5.    | Dear uncle Harry, |  |
| 6.    | Dear Uncle Harry, |  |
| 7.    |                   | Your Loving Sister,  |
| 8.    |                   | Yours ever,  |
| 9.    |                   | Affectionately yours,  |
| 10.   |                   | Your sincere friend,   |
| 11.   |                   | Your Daughter,   |
| 12.   |                   | Cordially Yours,   |
| 13.   |                   | James Campbell.  |
| 14.   |                   | James Campbell   |
| <hr/> |                   |  |
| 15.   |                   | 127 South Division Street,<br>Buffalo, New York<br>March 1, 1937 |
-

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16.	208 West Adams Street Chicago Illinois May 1, 1938
17.	149 East Fourth Street Cincinnati, Ohio April 6, 1939
18.	1549 Griswold Street Detroit, Michigan July 2, 1937
19.	Mr. James W. Adams 212 West Superior Street Duluth Minnesota
20.	Mr. Charles H. Jasper 706 Grand Avenue. Kansas City Missouri.

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### *Mastery Test 1B — Letter Form*

Of the 6 salutations, 6 complimentary closes, 2 signatures, 4 headings, and 2 superscriptions, the punctuation and capitalization of ten are correct and of ten are incorrect. Write on a sheet of paper the numbers of the correct ones.

- |     |                      |
|-----|----------------------|
| 1.  | My darling Anne,     |
| 2.  | My Darling Anne,     |
| 3.  | Dearest Mother,      |
| 4.  | Dearest mother,      |
| 5.  | My dear aunt Louise, |
| 6.  | My dear Aunt Louise, |
| 7.  | Sincerely Yours,     |
| 8.  | As ever,             |
| 9.  | Your loving friend,  |
| 10. | Your Son,            |



11.	Faithfully yours,
12.	Lovingly Yours,
13.	Richard Clayton
14.	Richard Clayton.
15.	604 Race Street Cincinnati, Ohio July 1, 1938
16.	333 Washington Street Boston, Massachusetts, June 2, 1937
17.	127 Terry Avenue. Monroe Washington June 10, 1937
18.	271 Ninth Street Brooklyn, New York June 1, 1939
19.	Mr. John Cormack, 1411 Flagler Avenue Key West Florida
20.	Mr. Kenneth W. Armand 724 Camp Street New Orleans Louisiana

### *Test — Letter Form*

Be prepared to write correctly from dictation the ten incorrect examples in each of the preceding tests. If you understand your work, you will write a perfect paper.

### **Inside Address**

To insure the letter's reaching its destination even if the superscription is destroyed, the inside address is

sometimes used in social letters. It follows the signature and begins at the left margin.

*Example:*

Miss Ruth Vetter  
215 Washington Street  
Boston, Massachusetts

### Body

When one sits down to write, the question comes, "What shall I write about?" The answer is, "Whatever the person to whom you are writing would like to hear." And that you can guess fairly well by keeping his letter in front of you. To neglect to answer a question in a letter or to follow up a suggestion is like failing to reply when in conversation a question is asked you. When Virginia, for example, answers Doris Ribett's letter, she will have before her the letter on page 87 and will comply with the request to tell about her vacation plans and her new club.

Our friends are, as a rule, interested in what we are doing, thinking, planning, reading, seeing, and learning. Our joys make better reading than our troubles. In writing to close friends we may mention our troubles but should not write about them exclusively.

Never use sarcasm or write in anger. Or if you do write when you are angry, read the letter through the next morning, have a good laugh at yourself, and tear it up. Likewise use jokes rather sparingly. Because letter humor lacks the voice, pause, gesture, look, and twinkle of the eyes that make the spoken joke amusing, we should reserve our jokes for our close friends who will surely understand them.

Secrets and malicious gossip have no place in a letter. If you are tempted to write at the end of your letter, "Please burn this letter after reading it," you had better burn it instead of sending it.

A friendly letter should sound like talk. *Aren't, don't, doesn't, I'll, they're*, and colloquialisms add life and naturalness to the letter. A colloquialism is an expression like *back of, be back, fix* (the door), *lot* (of people), *folks*, or *quite a few* which is correct in conversation or informal writing but should not be used in an ordinary composition. To his son the Earl of Chesterfield once said, "The fault of most of those who write badly is that they wish to write in a finer style than they can, and the result is unnatural and affected. To write a letter well, one must write easily and naturally. Write quite simply as if you were talking." Imagine your friend on the opposite side of your desk.

### Paper and Envelope

The friendly letter is usually written on one or more double sheets of paper. A note may be written on a correspondence card. White is always correct; some shades of gray are attractive. Girls and women rather commonly prefer delicately tinted paper. Striking colors suggest barbaric taste. In a letter of more than two pages write the pages of the double sheet in the order 1, 2, 3, 4. A two-page letter should be written on pages 1 and 3.

The envelope matches the paper and is half the size of the double sheet. Because tiny and huge envelopes are hard to handle, the postal authorities request us to fix  $2\frac{3}{4}$  inches by 4 inches as a minimum and 4 inches by 9 inches as a maximum for our envelopes.

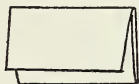
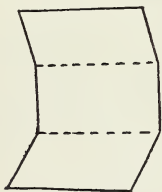
### Margin, Indention, Folding

In a friendly letter leave a margin of at least a half inch and indent each paragraph the same distance. A letter without a margin looks like a young man who has forgotten his collar.

To enclose a double sheet in an envelope fold the lower half over the upper half. Place the letter in the envelope with the crease at the bottom of the envelope.



If you use single sheets about seven inches by ten inches, fold the lower third up and then the top third down.



### Activity 2

To a friend away on a vacation write about the new neighbors; good times at camp; a day's outing with the Boy Scouts, Girl Scouts, or Camp Fire Girls; a vacation experience; a trip to the seashore, country, or city; news of family or friends; a movie, a play, or a book. After your teacher returns your letter to you, you may rewrite

it and send it. Spell contractions correctly (Handbook, pages 440-441). Examine your pronouns to make sure that every one is correct (Handbook, pages 311-328).

### To a Teacher

A letter to a teacher should be clear, courteous, lively — not dull and stiff. All your teachers are eager to get better acquainted with you, to understand you, to know your interests and ambitions.

2742 Walnut Street  
Philadelphia, Pennsylvania  
December 19, 1936

Dear Miss Jackson,

For the past five years stamp-collecting has been one of my hobbies. My membership in the Stamp Club of Jefferson Junior High School has only increased the fascination I find in this subject.

At one meeting I learned that the American consuls in different parts of the world would gladly forward a few stamps, if written to. Attempting this for the first time, I corresponded with the consulate in Bolivia and received such a courteous reply and such a bountiful supply of extraordinary stamps, that I decided to write to another country. Now I have letters from all over the world.

In my collecting I have been fortunate enough to receive some unusual letters. In one case I profited by ignorance. Because I didn't put enough postage on a letter to British Honduras, it was returned to me with two stamps of that country on it, besides the United States stamp.

Of what value is this hobby of mine? Well, aside from the history and geography I've learned in a delightful way, don't you think I've received valuable practice in letter writing?

Sincerely yours,  
Lawrence Goldstein

187 Maplewood Avenue  
Maplewood, New Jersey  
September 20, 1937

Dear Mr. Jensen,

From the time I was a little girl I have always wanted to become a teacher. When we know each other better, I should like to know whether you think I shall make a good one.

I like the subjects I'm taking now but would like to specialize in one. Algebra is my favorite, and I can just picture myself in about fifteen years from now in front of a class teaching the pupils something that they will think very difficult to get into their heads and keep there. I'd leave the school happy, thinking some pupils had gained knowledge through my teaching. Didn't you picture yourself like this when you were in your last term of junior high school?

Of course I don't think I can become a teacher without any work. There will be plenty of studying to do, and there are so many students waiting to become teachers that it is often discouraging. Then too, many things can happen in four years, and I don't know whether I shall be able to go to college.

Now that I've told you what I'd like to be, wouldn't it be nice if we could meet in fifteen years from this very day and see if my hopes and dreams had come true? I think it would. In the meantime if I work hard and wait with patience, it may be a dream come true.

Your pupil,  
Lillian Schuh

### *Activity 3*

1. In a letter tell your English teacher what you expect to do after completing your education and why you chose this vocation. Use correct pronouns (Handbook, pages 311-328).

2. Write to your English teacher about movies you have seen recently, your last vacation, your favorite games, your hobby, a club you belong to, a trip, a hike, a camping experience or another experience, your duties and activities

outside of school, your problems, joys and trials of school, the vocation you have chosen, your life ambition, or other topics. Spell correctly the possessive of nouns and pronouns (Handbook, pages 306-310).

### School Notes

Perhaps your mother or father is once in a while called upon to write a note explaining why you have been absent or tardy. Such a note should explain clearly why the absence or lateness was unavoidable. Take the note for absence with you when you return to school.

Probably at some time in your school career you will wish to write a note explaining to your teacher why you were unprepared or requesting a change of program. Write neatly and legibly, and be sure your note is clear, correct, complete, and courteous.

612 West Adams Street  
Chicago, Illinois  
May 12, 1937

Dear Mrs. Gilford,

Please excuse Lorraine's absence on Monday and Tuesday, May 10 and 11. She had a severe cold and was unable to attend school.

Sincerely yours,  
Rita S. Bender  
(Mrs. James A. Bender)

1811 West Seventh Street  
Los Angeles, California  
February 23, 1937

Dear Mr. Jordon,

I'm very sorry that I can't have a book report ready on the day specified.

Since I was absent for ten days, I did not learn of the assignment until this morning. Although this afternoon I



secured Frank R. Stockton's *Buccaneers and Pirates of Our Coast* and started to read it, it will be impossible for me to complete it by Wednesday.

If you will permit me to do so, I shall bring the report in on Monday, March 1.

Sincerely yours,  
Raymond Carter

44 Rockwood Street  
Rochester, New York  
September 13, 1937

Dear Miss Kohler,

After my graduation from this school I expect to enroll for the commercial course at the Roxbury High School. Because Spanish is widely used as a commercial language and will, I believe, be more useful in a business career than Latin, I should like to change from Latin 2 to a Spanish 1 class.

If you make this change in my present program, I shall greatly appreciate your kindness.

Sincerely yours,  
Mary Meadows

### *Activity 4*

1. You are not able to hand in an essay on the day for which it was assigned. In a clear and courteous letter to your teacher explain your difficulty and ask permission to hand in the essay at a later, definite date.

2. You have won a medal in the annual essay contest on the subject "Fire Prevention." At two o'clock next Monday afternoon the medals are to be presented on the steps of City Hall. In a letter to your principal or vice-principal give the above information, and ask permission to leave school on Monday at one o'clock so that you can reach the exercises in time.

3. In a clear, courteous letter to your principal or grade adviser ask for a change of program. Supply details including an excellent reason for the change.



## Picturing

A word picture of a person to be met should include clothing or other details that will help the reader to recognize the person described.

## Activity 5

Study the punctuation, spelling, capitalization, division into sentences, and paragraphing of this pupil letter in preparation for writing it in class from your teacher's dictation (see pages 57-58). Aim to make your letter perfect.

268 Ocean Avenue  
Brooklyn, New York  
December 7, 1937

Dear Vera,

So your mother has really decided to let you spend the holidays with me? How delightful! I know we shall have a perfectly wonderful time together.

But alas and alack! Into each life a little rain must fall. I cannot meet you at the station. But wait — you shall not venture forth alone into the wilderness of New York. I am going to send someone to meet you. Unfortunately you have never before had the pleasure of meeting Jack; therefore I must describe him. Yea, even to the bitter end must I go.

Jack is very tall — which is one blessing, for you will see him above the rabble. He is decidedly well built, although slender. His hair is black as ebony and straight as an Indian's. His gray-blue eyes are as merry and mischievous as a naughty schoolboy's. His nose is rather large and aquiline. His mouth — oh, what is the use of describing that — he'll be grinning anyway. His teeth are well formed and gleam like wet white pebbles. His complexion — well, draw your own conclusion from the fact that he spent all summer at the beach. He'll wear a dark blue overcoat and a gray hat.

There, my dear, is your escort. Be not alarmed if he seems to overwhelm you. The impression will soon wear away, and you will find him as engaging and shy as a school-boy with his first pair of long trousers. Do I seem to know him very well? I ought to; he's my brother.

Don't forget to bring your ice skates. The ponds here are fairly good.

Give my kindest regards to your family.

Your companion in a great deal of mischief,  
Scotty

### *Activity 6*

1. In a letter to a friend whom you met in a camp or on a trip last summer and who is coming to visit you, explain why you can't meet him at the station, and tell him that your brother, whom he doesn't know, will meet him. Explain where your brother will be waiting. Add a description so vivid that the friend will recognize your brother in the crowd. Use periods and commas correctly (Handbook, pages 278-291).

2. In a letter to a friend who has never visited you, describe your home, dog, cat, school, town, or city.

3. In a letter describe a cartoon, a painting, or another picture that you have seen and enjoyed.

4. In a "bread-and-butter" letter describe an article that you overlooked when you were packing. Show that you are sorry to bother your hostess.

### **Explaining**

If a friend asks you how to do something or to make something, explain so clearly that he will have no difficulty in following your instructions.

### *Activity 7*

Study the punctuation, spelling, capitalization, division into sentences, and paragraphing of the following

pupil letter in preparation for writing it in class from dictation (see pages 57-58). Aim for a hundred per cent in this dictation.

121 Austin Street  
Forest Hills, New York  
March 29, 1937

Dear Dorothy,

Congratulations on your fourteenth birthday! It's too bad that I shall not be able to see you now that you live in California. Are you going to have a large party?

Now for a game you asked me to explain. Place on a table in the dining room small objects, such as a match, scissors, a needle, thread, a spool, a ruler, a pencil, a pen, an eraser, a pin, an ink bottle, a notebook, a handkerchief, a book, a powder box, a candlestick, a vase, a cork, a spoon, stationery, gloves, a comb, and a nail file. Get about thirty to forty articles. When you have them spread on the table, place a tablecloth over them so that no one can see what is there. (You can have this prepared beforehand.)

Call your guests in and give each a pencil and a piece of paper. Tell them that you are going to give them a memory test. Explain that you will uncover the articles and after five minutes cover them again and give each contestant a chance to write the names of as many as he remembers. You may reward the winner with a prize. The winner of course will have the largest number of correct articles.

This is a good game for a party, because it can be enjoyed by anyone from about nine to sixteen — or perhaps sixty — years. Everyone can find how good a memory he has.

I've tried this game and know all enjoy it.

Your loving friend,  
Grace E. Wiles

### *Activity 8*

1. To a friend who has asked you for a game to play at a party, write an explanation of one. Begin each sentence with a capital and complete it with a sentence-ending mark (Handbook, pages 408-421).

2. A friend has asked you how to refinish furniture, prevent moths, get rid of mosquitoes or caterpillars, raise tomato plants or roses, improve his written or oral composition, make wax beads, take care of a car or a lawn, wax a floor, play first base, or do or make something else. Write the reply.

3. A friend coming to visit you will arrive during school hours. Explain clearly to him how to reach your home from the railroad station. If a diagram is needed, include it.

4. Invite to dinner a vacation friend who is visiting in your city, and explain to him clearly how to reach your home. Include a diagram if it helps you to make the directions clear.

### *Activity 9*

After reading each of the following letters answer these questions about it:

1. Would you like to receive such a letter? Why?
2. Is it entertaining? Why?
3. What information does it contain?
4. Does it sound like conversation? If so, how does the English differ from that of an ordinary composition?
5. How would you write the heading?
6. What is the salutation? The complimentary close?
7. What does the letter show about the writer?

*Lewis Carroll writes to a child friend:*<sup>1</sup>

Christ Church, Oxford, March 8, 1880.

My dear Ada, — (Isn't that your short name? "Adelaide" is all very well, but you see when one is *dreadfully* busy one hasn't time to write such long words — particularly when it takes one half an hour to remember how to spell it — and even then one has to go and get a dictionary to see if one has spelt it right, and, of course, the dictionary is in

<sup>1</sup> Taken by permission from *The Life and Letters of Lewis Carroll*, published by the Century Company.

another room, at the top of a high bookcase — where it has been for months and months, and has got all covered with dust — so one has to get a duster first of all, and nearly choke oneself in dusting it — and when one *has* made out at last which is dictionary and which is dust, even *then* there's the job of remembering which end of the alphabet "A" comes — for one feels pretty certain it isn't in the *middle* — then one has to go and wash one's hands before turning over the leaves — for they've got so thick with dust one hardly knows them by sight — and, as likely as not, the soap is lost and the jug is empty, and there's no towel, and one has to spend hours and hours in finding things — and perhaps after all one has to go off to the shop to buy a new cake of soap — so, with all this bother, I hope you won't mind my writing it short and saying, "My dear Ada.") You said in your last letter you would like a likeness of me — I won't forget to call the next time but one I'm in Wallington.

Your very affectionate friend,  
Lewis Carroll

*During the Mexican War, General Robert E. Lee writes to his sons:*<sup>1</sup>

Ship Massachusetts, off Lobos,  
February 27, 1847.

My dear Boys:

I received your letters with the greatest pleasure. I was much gratified to hear of your progress at school, and hope that you will continue to advance and that I shall have the happiness of finding you much improved in all your studies on my return. I shall not feel my long separation from you if I find that my absence has been of no injury to you, and that you have both grown in goodness and knowledge, as well as stature. But oh, how much will I suffer on my return if the reverse has occurred! You enter into all my thoughts, in all my prayers; and on you, in part, will depend

<sup>1</sup> Taken by permission from *Personal Reminiscences, Anecdotes, and Letters of General Lee*, by J. William Jones, published by D. Appleton and Company, New York.

whether I shall be happy or miserable, as you know how much I love you. You must do all in your power to save me pain.

You will learn, by my letter to your grandmother, that I have been to Tampico. We had a grand parade on General Scott's arrival. The troops were all drawn up on the bank of the river, and fired a salute as he passed them. He landed at the market, where lines of sentinels were placed to keep off the crowd. In front of the landing the artillery was drawn up, which received him in the center of the column and escorted him through the streets to his lodgings. They had provided a handsome gray horse, richly caparisoned, for him to ride, but he preferred to walk with his staff around him, and a dragoon led the horse behind us. The windows along the streets we passed were crowded with people, and the boys and girls were in great glee—the Governor's Island band playing all the time.

There were six thousand soldiers in Tampico. We remained there only one day. I have a nice stateroom on board this ship. Joe Johnston and myself occupy it, but my poor Joe is so sick all the time, I can do nothing with him. I left Jem to come on with the horses, as I was afraid they would not be properly cared for. I had to sell my good old horse "Jim," as I could not find room for him, or, rather, I did not want to crowd the others. I know I shall want him when I land. "Creole" was the admiration of everyone at Brazos, and they hardly believed she had carried me so far, and looked so well. Jem says there is nothing like her in all the country, and I believe he likes her better than "Tom" or "Jerry." The sorrel mare did not appear to be so well after I got to the Brazos. I had to put one of the men on her whose horse had given out, and the saddle hurt her back. She had gotten well, however, before I left, and I told Jem to ride her every day. I hope they may both reach the shore again in safety, but I fear they will have a hard time. They will first have to be put aboard a steamboat and carried to the ship that lies about two miles out at sea, then hoisted in, and how we shall get them ashore again I do not know. Probably throw them overboard and let them



swim there. I do not think we shall remain here more than one day longer. We shall probably go on the first down the coast, select a place for debarkation, and make all the arrangements preparatory to the arrival of the troops. I shall have plenty to do there, and am anxious for the time to come, and hope all may be successful. Tell Rob he must think of me very often, be a good boy, and always love papa. Take care of "Speck" and the colts. Mr. Sedgwick and all the officers send their love to you.

The ship rolls so I can scarcely write. You must write to me very often. I am always very glad to hear from you. Be sure that I think of you, and that you have the prayers of

Your affectionate father,

R. E. Lee

*Phillips Brooks writes from India to his niece: <sup>1</sup>*

Jeypore, January 7, 1883.

My dear Gertie — I wish you had been here with me yesterday. We should have had a beautiful time. You would have had to get up at five o'clock, for at six the carriage was at the door, and we had already had our breakfast. But in this country you do everything you can very early, so as to escape the hot sun. It is very hot in the middle of the day, but quite cold now at night and in the mornings and evenings. Well, as we drove into the town (for the bungalow where we are staying is just outside), the sun rose and the streets were full of light.

The town is all painted pink, which makes it the queerest-looking place you ever saw, and on the outsides of the pink houses there are pictures drawn, some of them very solemn and some very funny, which makes it very pleasant to drive up the street. We drove through the street, which was crowded with camels and elephants and donkeys, and women wrapped up like bundles, and men chattering like monkeys, and monkeys themselves, and naked little children rolling in the dust, and playing queer Jeypore games. All the little

<sup>1</sup> Taken by permission from Phillips Brooks's *Letters of Travel*, published and copyrighted by E. P. Dutton and Company, Inc., New York.

girls, when they get to be about your age, hang jewels in their noses, and the women all have their noses looking beautiful in this way. I have got a nose jewel for you, which I shall put in when I get home, and also a little button for the side of Susie's nose such as the smaller children wear. Think how the girls at school will admire you.

Well, we drove out to the other side of the queer pink town, and went on toward the old town, which they deserted a hundred years ago, when they built this. The priest told the rajah, or king, that they ought not to live more than a thousand years in one place, and so, as the old town was about a thousand years old, the king left it; and there it stands about five miles off, with only a few beggars and a lot of monkeys for inhabitants of its splendid palaces and temples. As we drove along toward it, the fields were full of peacocks and all sorts of bright-winged birds, and out of the ponds and streams the crocodiles stuck up their lazy heads and looked at us.

The hills around are full of tigers and hyenas, but they do not come down to the town, though I saw a cage of them there which had been captured only about a month and were very fierce. Poor things! When we came to the entrance of the old town, there was a splendid great elephant waiting for us, which the rajah had sent. He sent the carriage too. The elephant had his head and trunk beautifully painted, and looked almost as big as Jumbo. He knelt down, and we climbed up by a ladder and sat upon his back, and then he toiled up the hill. I am afraid he thought Americans must be very heavy, and I do not know whether he could have carried you.

When we got into the old town, it was a perfect wilderness of beautiful things — lakes, temples, palaces, porticos, all sorts of things in marble and fine stones, with sacred long-tailed monkeys running over all. Don't you wish you had gone with me?

Give my love to your father and mother and Agnes and Susie. I am dying to know about your Christmas and the presents. Do not forget your affectionate uncle

Phillips



### Travel Letter

When you travel, share your fun with your family and friends. Write them about the new places you visit, the interesting people you meet, and the unusual adventures you experience. By the use of specific nouns and colorful, picture-making verbs and adjectives, bring before your readers all the strange and beautiful sights you see.

Connect the new and the old. Such a remark as "Elizabeth Norris, the girl I met on the boat, reminds me of Connie. Her nose tilts at just the same angle," or "The high school here in Middleville is a little smaller than our dear old Richmond" will serve a double purpose — it will help the reader to visualize what you are describing and it will prove that in the excitement of meeting new people and visiting strange places you have not forgotten old friends and familiar scenes.

### *Activity 10*

1. Write to a boy or girl of your age in New Zealand, Japan, Denmark, or Brazil about life in an American junior high school or in your city or town. (The Junior Red Cross, Washington, D.C., arranges for correspondence between classes in American schools and classes of like grade in foreign countries.) Capitalize correctly (Handbook, pages 294–300).

2. All boys will write their names on slips of paper and drop them into a hat. Each boy will draw a slip from the hat. From another containing the names of the girls each girl will draw a name. Then write an entertaining letter to the pupil whose name you draw.

3. Reply to the letter received from your classmate.

4. Write a cheery, sympathetic letter to a sick friend or classmate.

5. Write to a cousin in Florida about Northern winter

sports or to a cousin in Minnesota about Southern winter sports.

6. Arrange to meet a friend. Make clear the time and the place.

7. To a friend who has asked, "What is a good book to read?" write entertainingly about a book you have read recently.

8. To a friend who has asked, "What is a good magazine to read?" write entertainingly about your favorite magazine.

9. As a character in a book you are studying, write a letter about your experiences. For example, if you are studying *Ivanhoe*, as Cedric write about the rudeness of the Normans at the banquet, or as Rowena tell of your being chosen Queen of Love and Beauty and your discovering that the Disinherited Knight is *Ivanhoe*.

10. In reply to Kialing Pan's letter which follows, write about your city or town.

45 Shih Fang Yuan,  
Peking, China.

Dear Peter Pan:

Our city, Peking, is not as big as New York City, but it is pretty big. It was the capital of China for more than 1,000 years. We have the palace, which occupies about a tenth of the city. Part of this, the northern part, is made into a park, and the western part is made into another park. The northern park has a lake inside. The other one is where the Emperor used to sacrifice and pray to the earth.

There is a big bell about twenty feet high and twelve feet in diameter. It is the biggest hanging bell in the world and is only three miles from the western city wall. A tale is told that the maker of the bell could not make the bell sound the right tone, and the Emperor wanted to kill him after his second try to make the tone sound right. The Emperor granted him another chance, and the man's daughter was very sad because she feared that her father was going to die.

She was very intelligent and she went to an old Buddha

priest and asked his advice. He said that if the blood of a young girl were mixed with the brass and other metals, the bell would sound right.

When her father had melted the metals, she jumped into the melting pot. Her nurse, in an effort to save her, took her by her foot and pulled off her shoe. The bell, after it was made, made the sound of "shick," which means "shoe" in Chinese. The people believe that this is the girl calling for her shoe.

The bell is now in a temple and all are permitted to see it. It is rung to pray for rain, and this is not so often done. Only once in about every 100 years has it been rung.

Kialing Pan

## UNIT 7

### OBSERVING AND RECORDING

How much do you really see? Perhaps you'll laugh at such a question. Then test yourself. Take a pencil and a sheet of paper and jot down six details which would help a stranger to pick out your sister or brother or a friend from a group of boys or girls of the same age. Now read those details. Are they vivid? Do they make a clear picture? Or are they vague and general? If you had any difficulty in making your list, the fault lies in lack of keen observation. Your mind, as well as your eyes, must be at work when you observe. Like the sensitive film in a camera, it should be ready to register the significant details of every person or object observed.

#### Sharing Observations with Others

After observing and choosing significant details comes the most important step — sharing your observations with others. Choose vivid, specific words which will make clear pictures in the minds of your readers or listeners. “Uncle Ezra walked slowly to his chair” paints a vague picture. But “Uncle Ezra *tottered feebly* to his chair” is vivid.

Another way to picture for others what you observe is by using comparisons or such figures of speech as the simile and the metaphor.

A **simile** is a definitely stated comparison of two un-

like objects that have one point in common. Usually *as* or *like* is used.

Jenny's voice was as high and sharp as the twittering of an excited sparrow.

The deep creases on each side of his mouth were like parentheses.

A **metaphor** is an implied comparison of two unlike objects that have one point in common. *As* or *like* is not used.

The sun was a bright copper penny on a blue satin sky.  
[The sun is compared with a copper penny.]

The engine purred softly. [The engine is compared with a cat.]

### *Activity 1*

Observe carefully at least five of the following. Then by the use of vivid, specific words, similes, and metaphors, describe them in a single sentence for each.

1. A sleeping baby. 2. A boy making a home run.  
3. A boy at bat. 4. An old lady. 5. A new automobile.  
6. A magnolia tree in bloom. 7. An old school book.  
8. A table set for dinner. 9. A dirigible. 10. A squadron of airplanes flying in formation. 11. A fisherman. 12. A camp fire. 13. A butterfly. 14. An ice-choked river. 15. A waterfall.

### **Observing People**

People present the most fascinating studies in observation, for no two persons are ever exactly alike. The differences may be in the shape of the nose, chin, or mouth; in the color of hair or eyes; in hands, walk, gesture, facial expression, or manners. Listen also to

the conversation, for people differ in the tone of voice, pitch, rate, emphasis on words, and vocabulary.



### *Activity 2*

1. How do Mousie and Sylvia walk?
2. How do the girls differ in appearance? In manner?
3. What vivid, specific words has the pupil used in picturing the two girls?

### *Mousie and Sylvia*

There they go! Almost every morning those two girls pass my home on their way to school. And I never tire of watching them, for they're so different. They're both tall, but there the likeness ends. Mousie, the round-shouldered one, sags forward on her high-heeled slippers and trots along with quick short steps, clutching her books in both arms. Framed with straight brown hair, her lean face with its drooping mouth seems to express the same plodding resignation to a boring existence which her whining voice betrays. I've

never seen her eyes, for they are always fixed on the ground in a near-sighted fashion.

But Sylvia — how different! I like to call her that because she seems so fresh and alive. She walks erect with a joyous, springy stride, shoulders back and head up. Every red curl on her rather tousled head seems to vibrate with energy. Her hands are never still, for she uses them in conversation as exclamation points. With a sense of humor she must be wonderfully blessed, for she is continually bubbling over with low, quick laughter.

It isn't hard to guess which of these two girls is getting more out of life. — PUPIL

### *Activity 3*

Observe closely two people familiar to you (members of your family, school chums, or neighbors). Then write not more than two paragraphs comparing them vividly. Some points of comparison may be: face (nose, eyes, mouth, chin), manner, gesture, hands, height, weight, characteristic habits, speech (pitch and quality of voice, rate, emphasis, vocabulary). Use adjectives and adverbs correctly (Handbook, pages 372-383).

### **A Person and His Work**

Not only people but also their occupations present interesting subjects for observation. Every day on the streets, in trains and buses, in shops, and at school, you see hundreds of people at work, going to work, or returning from it. It's almost a game — and a fascinating one, at that — to guess their occupations. Their dress, general appearance, the tools which they carry, and the equipment which surrounds them give you clues. Usually an occupation which a person follows all his life leaves its stamp on him. How good a detective are you?



### The Laborer

At the Fairview Avenue stop he entered the train and dropped wearily into a seat opposite me. His grimy brown face was lined and seamed like a piece of cracked leather and was covered with a day's growth of stubbly gray beard. From under his dirty cap straggled untidy gray hair. A dark, mud-spattered jacket covered his stooped shoulders, and his heavy khaki shirt was open at the throat. The creased and patched trousers on his short bowed legs were rolled up to the tops of his clumsy, mud-caked shoes.

Weariness and the motion of the train presently lulled him to sleep; his watery eyes closed and he slumped to one side. My eyes wandered curiously from his tired face to his big calloused hands, which grasped a battered pickax. Suddenly the train jerked to a stop. Awakening with a start, he glanced bewilderedly around, then seized his pick, and lumbered from the car. — PUPIL

### *Activity 4*

Observe the routine of an occupation and the tools or equipment which are employed in it. Then describe either orally or in writing a person who engages in such an occupation. By means of significant detail show the effect which his lifelong occupation has had on him. Let your classmates name the occupation of the person described. Use adjectives and adverbs correctly (Handbook, pages 372–383). Here are some suggestions:

1. A secretary. 2. A switchboard or telephone operator.
3. An actor. 4. A janitor. 5. A postman. 6. A grocer.
7. A butcher. 8. A doctor. 9. A baseball player. 10. A teacher.
11. A plumber. 12. A carpenter. 13. A house painter.
14. A gardener or farmer. 15. A coal miner.
16. A moving man. 17. A housemaid. 18. A printer.
19. A baker. 20. A tramp. 21. An automobile mechanic.
22. A sailor or sea captain. 23. A policeman. 24. A fireman.
25. A nurse. 26. A railroad engineer. 27. A soldier.

## Observing Machines

Who has not stopped to watch a steam shovel or a giant crane at work? And what boy or girl has not looked forward with a thrill to the time when he will be able to drive an automobile? Machines, as well as men and their occupations, are fascinating objects to observe. Their size, the tremendous power which can be controlled or unleashed by man, the precision and speed and rhythm with which they work — all provide excellent opportunities for close observation and for the communication of the details observed.

Here is one student's vivid reaction to driving an automobile:

### The Thrill of a Conqueror

Few experiences can rival the thrill you receive the first time you drive an automobile. The gentle pressure of your foot on the accelerator, the quick response of the car to the wheel in your hands, and the very motion overwhelm you with pride and joy.

At first you are inclined to be a little afraid to have this powerful monster under your sole control. But gradually as your speed and courage increase, you become more and more confident of your superiority over this throbbing giant of iron and steel, which, when out of control, can in an instant become a terrible engine of death and destruction. The hum of the driving engine, the song of the tires gripping the road, and the whistling of the passing wind combine in a serenade more beautiful than any musical instrument can produce.

It is the thrill of the conqueror that one acquires while driving. Then comes a feeling of peace and tranquillity. The open road calls to young and old to take their cars, get out into a new world, and discover what lies around the next bend. — PUPIL

*Activity 5*

Observe closely, and then by means of specific words and comparisons, communicate vividly your reactions to a machine — one of the following, for example. Note particularly speed, rhythm, beauty of line and color, motion, size, and power.

1. Driving an automobile. 2. Adjusting a radio set. 3. Operating a motorboat or speedboat. 4. Watching a printing press at work. 5. Riding in an airplane. 6. Riding in the cab of a locomotive. 7. Operating a typewriter. 8. Watching a steam roller, a steam shovel, a crane or derrick, or an automatic reaper. 9. Riding in an elevator. 10. Watching a large steamship leave a pier. 11. Watching a pneumatic or diamond drill at work. 12. Watching a large motion picture projector or camera. 13. Riding on a bus or ferryboat. 14. A ship on a storm-tossed sea.

## UNIT 8

# EXPLAINING AND DISCUSSING

### Why Learn to Explain?

One purpose of speech is to instruct. The teacher explains to his pupils; the coach, to his team; the foreman, to his men; the manager, to his department heads; the salesman, to his customer; the farmer, to his workman; the physician, to his patient. Young and old explain every time they answer such questions as "Why?" "How?" and "What?" The engineer who can't explain the advantages of his plans may have a city council, board, or committee reject them for poorer plans the strong points of which are made clear. A salesman may know his goods perfectly and have the best on the market and yet fail to sell because he can't make clear their superiority. A teacher may know how to solve a problem and yet fail to make the solution clear to the class.

When in school you are called on to recite, your teacher expects you to explain what you think or have learned, and gives no credit for the answer, "I understand that but can't explain it."

### Definitions

A good way to define a noun is by telling to what class the thing named belongs and how it differs from others in its class. The three parts of such a definition are the name, the class, and the particular qualities.

NAME	CLASS	PARTICULAR QUALITIES
Ping-pong is	a game	similar to lawn tennis, played on a table with small rackets and hollow celluloid balls.
Chopsticks are	rods	of ivory or wood, used in pairs, in China, Japan, etc., to convey food to the mouth.
A triangle is	a figure	bounded by three straight lines.
A sentence is	a group of words	expressing a complete thought.
A clause is	a part of a sentence	that has a subject and a predicate.

### Activity 1

Define ten of the following names by giving the class and the particular qualities in the form indicated:

1. A president. 2. A secretary. 3. A bicycle. 4. A pronoun. 5. A participle. 6. Gender. 7. Grammar. 8. Tennis. 9. A square. 10. A quadrilateral. 11. An airplane. 12. A bulldog. 13. An automobile. 14. An electromagnet. 15. A zebra. 16. A buffalo. 17. A citizen. 18. A carburetor. 19. A judge. 20. A diploma. 21. A synonym. 22. A cartoon. 23. A proverb.

### *Common Mistakes in Definitions*

Use *when* for time and *where* for place. In defining a noun, use, after *is*, a noun (the name of the class), not *when* or *where* introducing a clause.

(Right) An adverb is a word that modifies a verb, an adjective, or an adverb.

(Wrong) An adverb is when a word modifies a verb, an adjective, or an adverb.

In defining a term do not use the word itself or a word derived from it.

(Right) Courtesy is politeness, plus kindness.

(Wrong) Courtesy is being courteous to everybody.

*Politeness* is a synonym of *courtesy*. The commonest method of defining words is by giving synonyms.

### Activity 2

Correct these faulty definitions:

1. Description is describing a person, place, or thing.
2. A hexagon is when a figure is bounded by six straight lines.
3. A democracy is where the people select their own rulers.
4. An adjective is when a word modifies a noun or pronoun.
5. Ambition is being ambitious.

One high school dictionary defines *chow* as "a breed of dogs of northern China"; another defines *dominoes* as "a certain game played with dotted pieces of bone or wood." For ordinary purposes these definitions are satisfactory. They are of no value, however, to the boy or girl who wants to know what a chow looks like, what his traits are, or how to play dominoes. Often, as in debate, fuller explanation of a word than a dictionary definition is needed. To the simple definition are added other facts, examples, comparisons, pictures, or diagrams.

### Activity 3

In a paragraph explain one of these terms to a person to whom it is new:

1. Slang.
2. A dribble (basketball).
3. A foul (basketball).
4. A hit (baseball).
5. An error (baseball).
6. A

sacrifice hit. 7. Pachisi. 8. Flinch (game). 9. A chow (dog). 10. A curve (baseball). 11. A trade-mark. 12. A protective tariff. 13. A handicap. 14. Grit. 15. A novel. 16. A drama. 17. A blocked punt. 18. Thirty-love (tennis score). 19. Honor system. 20. A gridiron (football). 21. An electric battery. 22. A mortgage. 23. Stocks. 24. Bonds. 25. A forward pass (football). 26. Captain's guard (captain ball). 27. Box pleats. 28. Permanent wave. 29. Dole system. 30. Communism. 31. President's cabinet. 32. Dangling participle. 33. Free trade.

### Asking for Directions

"Mother, where is my yellow sweater?" "Will you please direct me to the Embassy Theater?" "Miss Jenkins, can you tell me where the school bank is?" are familiar questions, for practically every day we ask someone how to find a place or object. When seeking information of this kind, keep in mind these three rules:

1. Make clear just what it is you want to locate. "A book" may not mean much to your busy mother, but "my green science book with the gold lettering on the cover" will conjure a mental picture of the object and perhaps of its location.

2. When you ask a person to give you directions, you are asking a favor of him. Show by your courteous tone, words, and manner that you realize this fact. "Where's the library in this town?" addressed to a perfect stranger, sounds blunt and discourteous; "I beg your pardon. Could you direct me to the library?" asked in a friendly and deferential tone, impresses the stranger more favorably and makes him more eager to help you.

3. If the directions given are complicated, repeat them to be sure you understand them correctly.



### *Activity 4*

Be prepared to criticize and improve each of the following requests for information about a place or an object:

1. "Hey, Mom, have you seen my hat?"
2. "Where's the museum, mister?"
3. "I want to go to the theater. How can I get there from here?"
4. "I'm a stranger in Buffalo. Can you tell me how to reach the high school?"
5. "Say, Sis, where's my pen?"
6. "How can I reach the church?"
7. "Hey, mister, is this the way to Lancaster?"
8. "How do I go from here to Fostoria?"

### **Knowing the Subject**

The purpose of explanation is to make plain or clear. No one can explain to another a subject that is hazy in his own mind. Hence before you try to explain, know the subject thoroughly. If you don't have all the facts necessary for a clear exposition, either find them or don't try to explain the subject. Know accurately what you are talking about.

### *Activity 5*

How many of these subjects do you understand thoroughly? Jot down the numbers of the subjects about which you have accurate, definite, and complete information. You will be called on in class for an oral explanation of one of these subjects. A blackboard diagram may help you to make your explanation clear. Apply what you have learned about verbs (Handbook, pages 329-371).

1. What causes the succession of day and night?
2. What causes the change of seasons?
3. Why the days are shorter in winter.
4. Why an airplane flies.
5. How to pitch a curve.
6. How to salute the flag.
7. How to display a flag either horizontally or vertically against a wall.
8. How one born in another country becomes a citizen of the United States.
9. How each party nominates its candidate for president.
10. How a president is elected.
11. What the Junior Red Cross does.
12. How to tell edible mushrooms from poisonous ones.
13. How to distinguish the tracks of animals.
14. How the porcupine lives.
15. How to kindle a fire in the rain.
16. How to find one's way out of the woods.
17. How to select a camp site.
18. How to bake bread.
19. How to start an automobile.
20. How to spray an apple tree.
21. How to stop bleeding from a cut.
22. How to give first aid to one who has fainted.
23. How to treat a burn.
24. What happens when one lifts the telephone receiver from its hook.
25. Why the state maintains public schools.
26. How to remove a foreign body from the eye.
27. How to prevent colds.
28. How to induce artificial respiration.
29. Why people dream.
30. The uses of the white cells of the blood.
31. What the signs of the weather are.
32. What to do when an electrical appliance fails to work.
33. How to find the positive pole of an unmarked battery.
34. Why the tide comes in and goes out.
35. Why milk turns sour.
36. What makes the wind whistle.
37. What causes rust.
38. Why an iron ship floats.
39. What the carburetor does.
40. How to build a fire without matches.
41. What to do for a snake bite.
42. How to tell the difference between the tracks of an old man and a young hunter.
43. How to tie the standard knots that every woodsman should know.

### Making Clear

You may, however, know how to swim, construct a radio set, play tennis, raise beans, or write verse, and yet fail to explain the subject clearly. Explanation is

of value only if every important point is made clear to one who does not understand the subject, perhaps doesn't know anything about it.

Think of your reader or hearer as stopping you every ten seconds to ask, "Why?" "What for?" "How?" "What of it?" and answer every question in his mind. When you plan your talk or theme on how to dive, how to paint a room, how to play handball, or how to trim an apple tree, be an amateur mind reader. Look into the minds of your classmates and find out what some will not understand or what mistakes others will make in carrying out your directions. Then take pains to make these points clear to everyone. Hang a red danger sign on each stumbling block. If necessary, explain in various ways a point that may cause trouble.

### *Comparisons*

Often a comparison helps a writer or a speaker to make his subject clear. For example, Beverly Clarke in *The Romance of Reality* says that some minute particles, called electrons, travel almost 186,000 miles a second. He adds, "That by itself means a little, but when we say that this speed is such as to take the little particle from New York to San Francisco sixty-two times in one second — then we begin to appreciate a little what a tremendous hurry the electron is in to get where he is going — and he's only going around in a circle at that!"

### *Diagrams and Pictures*

A diagram or a picture may show at a glance what many words would not make equally clear. In directing an automobilist on a route that has many curves and corners, diagram the route; appeal to both eye and ear.

The *Automobile Blue Books* are models of clear explanation of how to reach a place. They give distances, directions, and landmarks, and also contain many maps, especially of the cities in which the motorist is most likely to lose his way.

*Example of directions:*

To reach the high school walk to the end of Newbold Place; turn left and walk to the end of Austin Street; then turn right on Lefferts Boulevard, cross the railroad, pass the stores, and continue on Lefferts Boulevard for about three quarters of a mile to an elevated railroad. This is Jamaica Avenue. Turning right on Jamaica Avenue, follow the elevated for four blocks. Turn left on 114th Street and walk a block and a half. The large white brick building on the right is the high school. — PUPIL

*Activity 6*

Explain to the class how to go from the junior high school to your home, a railroad station, the post office, a church, a bank, a baseball field, a swimming pool, a theater, a race track, an airport, a library, a woods, a daisy field, a skating pond, a park, a store, a camp, a factory, a gymnasium, a city, or a town. Select a place that is not easy for a stranger to reach. Explain the route without a diagram. Then explain it with a map or a diagram. Make clear in your speech or theme whether you have assumed that your hearers or readers will walk, drive, or go by bus or trolley. Don't be satisfied with your explanation until it is so clear that a pupil who grasps ideas very slowly will be able to reach the point without once inquiring the way. Be courteous. Apply what you have learned about verbs (Handbook, pages 329-371).

### Completeness

If an explanation of handball, raising head lettuce, pitching a tent, catching trout, or diving omits one necessary direction, it is worthless. In raising head lettuce, for example, both fertilizing and cultivating are necessary. If an amateur gardener follows directions that omit either of these essentials, his lettuce will be headless. After writing any explanation ask yourself these three questions: Is it accurate? Is it clear? Is any essential point omitted?

### *Activity 7*

Show that this explanation omits necessary facts:

#### How to Raise Head Lettuce

To raise good lettuce buy the best seeds possible. Pick out a piece of ground having dark rich soil.

Plant the seeds about one and one-half inches in the ground and let the plants grow until they are ready for transplanting. When the plants are developed enough, place them in rows. They then grow and become nice heads of lettuce.

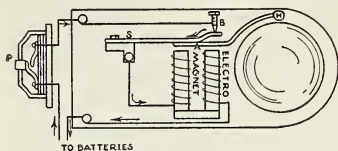
### *Activity 8*

1. What is an electromagnet?
2. Is the following explanation accurate, clear, and complete?
3. Of what use is the diagram?

#### The Electric Bell

The electric bell is a practical application of the electromagnet. The hammer *H* is connected with the armature *A*, a piece of soft iron. The armature, in turn, is connected by

a spring *S* with the screw contact at *B*. When the circuit is closed by pressing the button *P*, the electromagnet attracts the armature and causes the hammer to strike the bell. But as the armature moves toward the electromagnet, the contact at *B* is broken, and the circuit is also broken.



Consequently, the electromagnet loses its magnetism, and the armature is forced back by the spring to touch *B* again.

As soon as it touches *B*, the current flows and the armature is again attracted. This process is continually repeated while the push button is being pressed down. The action of the armature is so rapid that it is often difficult to distinguish the different blows of the hammer on the bell. — PUPIL

### *Activity 9*

#### *A Machine*

Explain completely the construction and the operation of one of the following machines. Make absolutely clear how the machine does its work. A diagram may help you. Before revising ask yourself these three questions: Is my explanation accurate? Is it clear? Is any essential point omitted?

1. A grindstone. 2. A lawn mower. 3. A compass.
4. A mousetrap. 5. An ash sifter. 6. A fountain pen.
7. A spirit level. 8. A Stillson wrench. 9. A thermometer.
10. A monkey wrench. 11. An oil lamp. 12. A vacuum cleaner.
13. A carpet sweeper. 14. A coaster brake. 15. A washing machine.
16. A phonograph. 17. A bicycle pump. 18. A coffee grinder.
19. A barometer. 20. A milking machine. 21. A wringer.
22. An ice-cream freezer. 23. A filter. 24. A dirigible.
25. A windmill. 26. An electric toaster. 27. An electric refrigerator.
28. A recent invention. 29. A useful machine.

## Planning and Outlining

No boy builds a birdhouse, a radio set, or a table without first planning. Of course, if the construction is very simple, he can carry the plans in his head. It is usually safer to have them on paper. Likewise one may plan in his head a simple explanation but needs pencil and paper for planning a more difficult or complicated one.

## Arrangement

In an explanation first give facts that are necessary for an understanding of other facts. Do not overestimate or underestimate your reader's knowledge and intelligence. Explaining to one of the boys the fake kick that won the football game is quite different from making your grandmother understand. The pupil who wrote the explanation of the electric bell on pages 127 and 128 assumed that all his readers knew what a battery, an electromagnet, a button, a circuit, electricity, and magnetism are. To a person who understands none of these terms the explanation is not clear. To make the exposition clear to such a person it would be necessary to explain each of these terms before using it. Lead the reader or hearer, step by step, from what he knows to related facts or ideas you wish to make clear to him. In explanations of processes — making bread, washing dishes, manufacturing hats, or building a house, for example — arrange the details in the time order.

## Outlining

An outline is a written plan of a theme or a speech. A sentence outline contains more information than a



topical outline and makes it easier to stick to the subject in the composition. A topical outline is briefer and easier to write. A vague or blind outline, so brief as to give little or no information about the subject, is neither interesting nor valuable. Put both your points and important facts into the outline.

*Example of sentence outline:*

### A Friendly Squirrel

- I. Although the squirrel's home was in Forest Park, he came to our house, two blocks from the park, almost every day for peanuts.
  - A. When hungry, he came down the street looking for his breakfast or dinner.
  - B. Because we sometimes put the peanuts on the side porch and sometimes on the roof of the front porch, he would look on the side porch and then go up a tree to the roof of the front porch.
  - C. After a hearty breakfast or dinner he would bury all the peanuts we gave him.
- II. One day he had a narrow escape from a Maltese cat.
  - A. When the cat saw him coming, she hid in the bushes and lay in wait for him.
  - B. When her chance came, she leaped out at him and missed him only by inches.
  - C. The frightened squirrel bounded up the tree to the roof of the porch, then up to the roof of the house, and stayed there long after I had chased the cat away.
  - D. After this stealthy attempt to capture the squirrel, the Maltese cat was never again a welcome visitor in our yard.
- III. Although at first the squirrel was timid and kept at a safe distance from us, he gradually learned that we were his friends and would do him no harm.

*Examples of topical outline:*

## Waxing the Floor

- I. Materials needed
  - A. Johnson's liquid wax
  - B. Brush to distribute wax and polish floor
- II. Process
  - A. Removing rugs and light furniture
  - B. Sweeping the floor or washing it
  - C. Applying the wax and letting it dry
  - D. Polishing
  - E. Returning the rugs and furniture
- III. Effects
  - A. A shiny, new-looking, smooth floor
  - B. Protection of the varnish or shellac

## The Moving Picture as an Educator

- I. Influence of moving pictures in general
- II. Meaning of the term "educational film"
  - A. Present misuse of term
  - B. General educationals
  - C. Text or classroom films
- III. Functions of the moving picture
  - A. To portray action
  - B. To stimulate interest
- IV. Value of moving pictures as proved by Professor Knowlton's experiment
  - A. To slow group
  - B. To bright group
- V. Financial problem
  - A. Cost of machine
  - B. Cost of renting films
  - C. Plan to purchase films
- VI. Plan for use of moving pictures in classroom
  - A. Synopsis and notes for the instructor
  - B. Careful presentation with talk by the instructor or a pupil
  - C. Follow-up work
- VII. Moving pictures in education in Europe

### How to Outline

1. Note in the examples that the main topics are numbered I, II, III, and the subtopics under each main head *A, B, C, D*. Print these capital letters. Subtopics under capital letters are numbered 1, 2, 3, 4; subtopics under Arabic numerals, *a, b, c, d*.

2. Subtopics are begun farther to the right than main topics. The second line of a topic is indented farther than the first line. Keep corresponding letters or numbers in vertical columns: I, II, III, IV; *A, B, C, D*; 1, 2, 3, 4.

3. Capitalize the first word of each topic and other words that would be capitalized in a sentence.

4. Place a period after each topic number or letter and at the end of each sentence.

5. Never write a single subtopic — that is, an *A* without a *B* following it, or a 1 without a 2 following it. Subtopics are subdivisions. When you divide, you have two or more parts. When you would like to write one subtopic, include the point or fact in the main topic.

6. Express all topics of the same rank in similar form — that is, if I is a sentence, II and III must also be sentences; if *A* is a noun with or without modifiers, *B* and *C* must also be nouns with or without modifiers; if 1 is a phrase, 2 and 3 must also be phrases. All the topics except four in the outline on the moving picture on page 131 are nouns with their modifiers. *A* and *B* under III are infinitive phrases; *A* and *B* under IV are prepositional phrases.

7. Avoid having a large number of main topics. Be sure that each one is an important division of the subject and not merely a subtopic.

*Activity 10*

Write an outline of the article on rowing a boat:

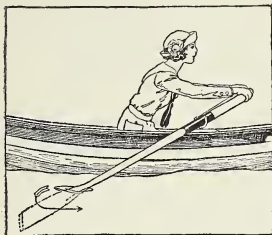
Rowing a Boat

When you get into a boat, step squarely into the middle of it and sit in the center of your seat, so as to properly trim the boat. Good oars are equipped with bands of leather round the part that should rest in the rowlocks. Slide the oars out into the rowlocks as far as the leather pieces permit. On some oars there is an extra strip of leather, called a "button," that prevents them from sliding out any farther. If there are no buttons on your oars you will have to handle them carefully until you have trained yourself to adjust them properly. You cannot manage them well if you have too much of their length outside the rowlocks. They should balance easily, with the weight almost evenly divided between the outside and the inside of the boat. Brace your feet firmly against the cleat, which should be close enough to cause your knees to bend slightly when your feet are on it, and keep your body erect, with your chest expanded and your head up. Grasp your oars firmly about two inches from the end of the handles and let the blades rest flat on the water.

The standard rowboat stroke is divided into four parts: the catch, the pull-through, the finish, and the shoot. In preparation for the catch, turn your oars without changing the grip so that the blades stand perpendicular to the water. Bend forward from the hips, but keep your spine straight, and at the same time carry the oars back as far as you can. Now drop them into the water just far enough to cover the blades. As the blades catch the water, exert the strength of your back and shoulders as well as the strength of your arms.

The pull-through begins at that point. Pull slowly at first, always remembering to keep the blades just covered and squarely at right angles to the surface of the water. Quickened your pull as your body nears the end of its backward swing, and complete the pull-through with the finish — a quick, powerful jerk of the oars that brings your hands close to your body and the oars smartly out of the water. The

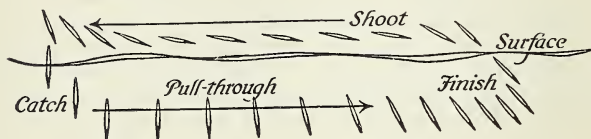
finish is what gives the boat momentum. You will naturally bend your arms and draw the oar handles in close to your body as you execute that part of the stroke. It is quite correct to do that, but *you must hold your back straight*, for it is incorrect and awkward, as well as physically harmful, to double up over the oars and to round your back. It makes



I. The catch or beginning of the stroke.



II. The beginning of the shoot or recovery.



rowing no easier, and it tends to defeat the purpose of rowing as an exercise.

The finish should bring the oar blades out just enough to clear the surface of the water. The instant they are clear, drop the wrist easily to turn the oar blades up so that they are almost horizontal — parallel to the surface of the water — and then carry the blades swiftly back, holding them just above the water, to the catch. The backward swing is the shoot. When you reach the catch position, again don't delay; drop immediately into the next stroke without any additional lifting motion except to raise the wrists and so let the oar blades cleave the water in an easy downward curve. The action of moving the wrist so as to make the oar blades parallel with the water is known as feathering. Since the

value of feathering is that it carries the blades back with least resistance, it is particularly useful in a strong wind. The oars should enter the water with very little effort on your part, but more effort should come as soon as they are in. "Skying," that is, lifting the oars too high, and "digging," which means dipping them too deep, are two very common faults.

— *Youth's Companion*

## How to Do Something

### *Activity 11*

Write the outline for an explanation of one of the following. Then explain so clearly that everyone in the class will understand. If you explain how to can peaches, try to make every boy understand; if your topic is how to change the oil in the crankcase, make the process clear to every girl. Select something you have done, and speak as an expert on your subject. Include every necessary fact.

1. How to raise sweet peas, asters, dahlias, peonies, pansies, gladioli, asparagus, cabbage, cucumbers, onions, beans, carrots, celery, sweet corn, head lettuce, muskmelons, peppers, rhubarb, or tomatoes.
2. How to teach a dog tricks.
3. How to catch trout.
4. How to toast marshmallows.
5. How to sweep a room.
6. How to pitch a tent.
7. How to put on an automobile tire.
8. How to sharpen a knife.
9. How to patch a bicycle tire.
10. How to mark out a tennis court or a football field.
11. How to teach a baby to walk.
12. How to select a camp site.
13. How to get a field ready for baseball games.
14. How to learn to swim.
15. How to read the electric meter.
16. How to build a furnace fire.
17. How to paddle a canoe.
18. How to plan a vegetable garden.
19. How to ride a horse.

20. How to buy a dress or a suit of clothes.
21. How to trim a hat.
22. How to take a picture.
23. How to build a camp fire.
24. How to sail a boat.
25. How to climb a tree.
26. How to catalog a small library.
27. How to change

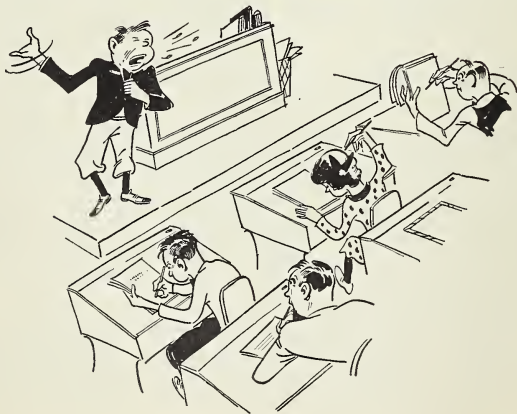
the oil in the crankcase. 28. How to improve the soil of a garden. 29. How to pick cherries or apples. 30. How to use the *Readers' Guide*. 31. How to prepare a camp-fire dinner. 32. How to remove stains. 33. How to wash lace. 34. How to pack a trunk. 35. How to plan a class party. 36. How to do up a package for mailing. 37. How to cover a book. 38. How to make a swan dive. 39. How to set one's hair. 40. How to can peaches, pears, or other fruit. 41. How to entertain a group of boys or girls. 42. How to broil a steak out of doors. 43. How to bandage a sprained ankle. 44. How to make a block print. 45. How to knit a scarf. 46. How to wax an automobile.

### *Activity 12*

Perform a trick or feat before the class and then explain to the class how you did it.

### Listening

Listen to an explanation — a radio talk or an announcement of a contest, for example — and jot down





the important points made by the speaker. Next, without the aid of pencil and paper, reproduce orally the essential facts of the explanation or announcement. This practice will make you a better listener and give you training in explaining.

### *Activity 13*

Attentive listening is courteous to the speaker. Give two other reasons for listening alertly to the speakers in your classes and the assembly.

### *Activity 14*

Listen understandingly to a radio speech. Take notes. Without notes retell in class clearly and accurately the speaker's principal ideas. Enunciate distinctly and pronounce your words correctly (Handbook, pages 448-456).

### *Activity 15*

Prepare to give in class an instruction for one pupil or all the pupils to carry out. For example, give each pupil a piece of string and teach the class how to tie one or more kinds of knots. Or give one pupil an assignment like this: "Run to the front board, write the word *separate*, erase it, walk to the rear board, write *grammar* and *all right*, be seated." Speak distinctly and rather slowly.

## **How to Make or Build Something**

### **How to Build a Lean-to**

- I. Selecting a site on the top of a hill so that the ground under the lean-to will be practically dry after a rain

## II. Building the lean-to

A. Selecting two strong trees about ten feet apart

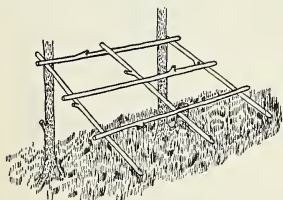
B. Preparing the framework

1. Nailing a heavy crossbar to the trees eight feet from the ground
2. Digging a hole seven feet from the foot of each tree
3. Placing in these holes heavy beams twelve and a half feet long and leaning the beams against the trees just under the crossbar
4. Placing a third beam, also twelve and a half feet long, midway between these two
5. Nailing the beams to the supports
6. Nailing on two more crossbeams one third and two thirds of the distance from the first crossbeam to the ground

C. Piling brush and branches on top of the crossbeams and leaning beams

When you decide to build a lean-to, select the site with care. If sloping land can be found, choose the top of the slope as the site, for in case of rain the water will run down, and the ground under the lean-to will be practically dry.

On this slope select two strong trees about ten feet apart. Eight feet from the ground nail a heavy crossbar to the



trees. In the ground seven feet from the foot of each tree make a hole a foot wide and two feet deep. Into each of these holes place a heavy beam twelve and a half feet long, so that the beams lean against the trees just under the crossbar and tight against it. These beams should be parallel.

Then make a third hole on a line with the other holes, and just midway between them. Into this hole place another heavy beam, so that it leans against the crossbar midway between the two trees. This third piece should be parallel

with the other two slanting beams. Nail these beams securely against their supports. About a third of the way down on these slanting pieces, and parallel with the original crossbeam, nail another crossbeam ten feet in length. Another third of the way down nail another crossbeam. Then on top of the crossbeams and leaning beams pile brush and branches so as to cover completely the space between the supports.

— PUPIL

### *Activity 16*

Write first an outline and then an explanation of one of the following. If you decide to explain how to build a birdhouse, assume that every member of the class is planning to build such a house but knows nothing about birdhouses and little about carpentry. Think what details in your explanation might confuse the class, and give these extra care. Your exposition will be successful if it is a clear and complete guide. A diagram saves words and makes plain.

To test listening the teacher will ask pupils to retell explanations or important points in them.

1. A cold frame. 2. A hotbed. 3. A fireless cooker. 4. A kite. 5. A model airplane. 6. A boat. 7. A lamp shade. 8. Popcorn balls. 9. Coffee. 10. A willow whistle. 11. An apron. 12. A pinhole camera. 13. A raft. 14. Bread. 15. A school dress. 16. A camp bed. 17. A magic lantern. 18. A bookcase. 19. A workbench. 20. A doghouse. 21. A chicken coop. 22. A snow fort. 23. A picture frame. 24. A birdhouse. 25. A smock. 26. A sweater having long sleeves. 27. A round table. 28. A pair of stilts. 29. A shelter in the woods. 30. A canoe. 31. A Spanish omelet. 32. Grape jelly. 33. Book ends. 34. A shack. 35. Apple pie. 36. Christmas tree decorations. 37. A leather pocketbook. 38. A pillow cover. 39. A footstool. 40. Any article you have made or built at home or in school.

### Topic Sentences and Linking Words

A topic sentence at the beginning of a paragraph makes clear at the start what point is explained in the paragraph. Linking words like *when*, *next*, *after this*, *now*, and *finally* show the reader or hearer that the steps are in order and make it easier for him to follow from point to point.

### Giving Reasons

One of the commonest questions in school and out of school is "Why?" An answer to this question should hit the nail on the head.

### Activity 17

1. In the following explanation does each paragraph have a topic sentence?
2. What linking words are used? Don't overlook repeated nouns and pronouns which connect sentences.
3. Is the explanation accurate, clear, and complete?

### Why the Camel Has a Hump

Although the camel is one of our most interesting animals, most of us who live in North America know but little about him, because we have had only a passing acquaintance with him through the menagerie of the circus, the zoo, the museum of natural history, or books. But in some other countries he is as familiar as the dog or cat is to us. Hence it is interesting to know why the camel has his hump.

The hump is the camel's "breadbasket." A camel can go several weeks with hardly any food, and all he is likely to get on a journey across the desert is a few mouthfuls of dry thorns. Even at the end of the day he gets probably only a few dates, and he must live on this diet for several days

while traveling forty or fifty miles a day. During this time he secures his nourishment chiefly from his hump. This consists almost entirely of fat and muscle; and as he marches along day after day, this fat passes back into his system and gives him renewed nourishment and energy. By the time he reaches the end of his journey his hump has almost disappeared, and little more is left than an empty bag of skin. The camel is then unfit to work and is set out to graze for a few days until his hump fills out again. — PUPIL

### *Activity 18*

Make up a title beginning with *Why I like*, *Why we should*, or *Why* followed by other words. Select pointed reasons and tell them entertainingly in a speech or written composition.

### **Explaining to Secure a Request**

When you make a request, the question "Why?" immediately flashes through the mind of the person addressed. Clear explanation of your reasons is therefore important. Prepare your request by first asking yourself, "What objections is Father (Mother, teacher, principal) likely to make?" Then try to find sound reasons to overcome these objections, putting the most convincing ones first.

In presenting your request, state clearly what you desire and follow it with an explanation of the importance of the request, and perhaps the circumstances which led you to make it. Know your subject well enough to answer intelligently any questions you may be asked. Suit your request to the person addressed. An appeal to the principal to change a school regulation will be more formal in tone than an appeal to your father to send you to camp for the summer.

Finally, if the answer is no, show good sportsmanship by courteously thanking the person for considering your request.

### *Activity 19*

With another pupil to act the other part make one of the requests listed below or a similar one. Occasionally use adjective clauses to show clearly the connection of ideas (Handbook, pages 398-399). The class may act as judge and vote to grant or refuse your request according to the clarity of your explanation and the soundness of your reasons.

1. Ask your father to let you go on a week's camping trip.
2. Ask your principal for the use of your classroom for a club party.
3. Ask your father for a bicycle (or something else) for a birthday present.
4. Ask your principal to add or cancel a school regulation.
5. Ask your teacher to excuse a lateness.
6. Ask your teacher to excuse a lack of preparation.
7. Ask your mother to let you join a club which meets one evening a week.
8. Ask your principal to let a group of students form a club.
9. Ask your principal or grade adviser to change your program.
10. Ask a teacher to act as faculty adviser for a club.
11. Ask a teacher to chaperon a club party.
12. Ask your father to let you join a tennis club or basketball club.

### **Making Decisions**

Many times a day you are called upon to make decisions. You decide, for instance, whether you will join the Boy Scouts, whether you will read a book or go to a movie, whether you will play basketball or tennis.

To reach a wise decision clear thinking is essential. Weighing the advantages and disadvantages of each course of action, determine which would be more pleasant or profitable.

*Example:***How I Decided to Go to College**

Last year my grandmother promised me a college education or two years of travel abroad after my graduation from high school. Since I like to look ahead, I've already done some concentrated thinking on the subject and have made my decision.

First I considered the advantages of both. Going to college would mean extensive book study, whereas traveling would mean instead study by actually seeing things of interest all over the world. Perhaps if I traveled abroad I would see the famous Taj Mahal in India, which I've always wanted to visit. I might also see some ruins and obtain a clearer picture than my Latin can give me of the way in which the ancient Romans lived.

Yet, if I went to college I might continue my study of languages, which I enjoy thoroughly. I might also keep up old acquaintances and make new ones.

It really was a difficult decision to make; but after weighing the two courses of action, I decided that although travel might be a more thrilling and vivid method of study, college has the great advantage of a diploma. This will help me when I face the world and apply for a job. So of the two, it's college for me. — PUPIL

**Activity 20**

Think of a recent decision you have made and explain clearly how you reached it. Perhaps these topics will help you to select a subject you have thought about.

1. What senior high school shall I enter?
2. Shall I take the commercial or the academic course?
3. What vocation shall I choose?
4. Shall I own a dog?
5. Shall I go in for extracurricular activities?
6. Shall I spend my summer in the country or at the seashore?
7. What shall I take with me on a five-mile hike?
8. Shall I join the Dramatic Club?
9. Shall I do my homework tonight or go to the movies?
10. Shall I study a foreign language?
11. Shall I try to get a



job on Saturday? 12. Shall I buy a bicycle or use the money to go to camp? 13. Which of the suggested topics shall I choose to speak or write about? 14. Shall I smoke cigarettes? 15. Shall I buy this suit, dress, or hat, or that one?

### Games

The explanation of a game is of value only if those who have never played the game can play it correctly by following the directions. Only a very simple game can be explained in a page or two. An explanation of football, basketball, or any other complicated game is matter for a book, not for a short composition.

### *Activity 21*

Which of the following explanations is clear enough for boys or girls who know nothing about the game to use as a guide in playing it? Which is a total failure? Why?

#### Trench Wrestle

The players are formed in two lines facing each other. Goal lines are fixed about fifteen feet to the rear of each line. At the signal "Go!" each player attempts to pull an opponent back to his goal line. An opponent pulled across the goal is a prisoner and is out of the game. Not more than two men may attack an opponent. Players must be grasped by the wrist or hand only. Pushing may be allowed, but the hands must not be placed below the shoulders. At the end of five minutes, the side having the greater number of prisoners, or players left, wins.

#### Baseball

To play baseball there must be nine men on each side. Each man has a position of his own. On each team there are a catcher, pitcher, first baseman, second baseman, short stop, third baseman, right fielder, center fielder, and left fielder. The pitcher throws a ball, and the man who is up at bat is supposed to hit it. If he does not strike at it or

misses it, the catcher throws the ball back to the pitcher, who throws it again toward the batter. If the batter hits it, the man who gets the ball must throw it to the first baseman; and if the first baseman receives the ball before the batter reaches first base, the batter is out. A game of baseball lasts nine innings. The team scoring the larger number of runs wins.

### *Activity 22*

Select one of the following games or any other game with simple rules and explain it so that every member of the class will be able to play it. As a check on the explanation and the listening, the teacher will ask a pupil to repeat the explanation, or a group to play the game if it is suitable for a classroom.

1. Tag.
2. Checkers.
3. Handball.
4. Bowling.
5. Shuffleboard.
6. Dominoes.
7. Charades.
8. Ice hockey.
9. Indoor golf.
10. Leapfrog.
11. Captain ball.
12. Tennis.
13. Cross tag.
14. Tug of war.
15. Hand wrestle.
16. Fox and chickens.
17. Indian circle pull.
18. Johnny ride the pony.
19. Rooster fight.
20. Potato race.
21. Three deep.
22. King on the mountain.
23. Authors' verbal game.
24. Golf players' guessing contest.
25. "O'Grady



*Publishers' Photo Service*

### ARCHERY

says." 26. Pick-a-back relay. 27. Horseshoe. 28. Marbles. 29. Hare and hounds. 30. Volley ball. 31. Mush ball. 32. Treasure hunt. 33. Capture the flag. 34. Red light. 35. Hustle. 36. Anagrams. 37. Sardines. 38. Swat to the right. 39. Centipede race. 40. Will-o'-the-wisp. 41. Archery. 42. Bull in the ring. 43. Ping-pong. 44. Quoits. 45. Hand tennis. 46. Water polo.

*Explanation and illustration of a proverb:*

Let Sleeping Dogs Lie

It must have been a wise man who first told people not to stir up things that could just as well be left alone. I know a girl who will, I think, be glad hereafter to accept the counsel of this long dead sage, whatever his name may have been, and "let sleeping dogs lie." Her enormous curiosity made her algebra class very angry with her, and this is how it happened. The teacher had a habit of giving the class a test every month, but in February she failed to do so. At the end of the month the pupils were wondering, but also congratulating themselves because they hadn't had a test. This fun was not to last very long, however, for at the end of the period Miss Curiosity marched up to the teacher and said, "You haven't given us a test, you know, Miss Gray. Are we really so smart that we don't need one?"

The teacher had forgotten the test, but the next day, March 1, she gave the class a harder test than any they had had in months. — PUPIL

*Activity 23*

Explain and illustrate one of these proverbs:

1. A stitch in time saves nine. 2. Much cry, little wool.
3. A rolling stone gathers no moss. 4. Let sleeping dogs lie.
5. Nothing venture, nothing have. 6. Waste not, want not.
7. Every dog has his day. 8. It never rains but it pours.
9. An ounce of prevention is worth a pound of cure. 10. A little learning is a dangerous thing. 11. Molasses catches

more flies than vinegar. 12. All that glitters is not gold. 13. Honesty is the best policy. 14. The empty vessel makes the loudest noise. 15. Too many cooks spoil the broth. 16. Seeing is believing. 17. Birds of a feather flock together. 18. A merry heart doeth good like medicine. 19. He laughs best who laughs last. 20. Make hay while the sun shines. 21. Procrastination is the thief of time. 22. Great oaks from little acorns grow. 23. Still water runs deep. 24. Haste makes waste. 25. You can't teach an old dog new tricks. 26. There's many a slip between the cup and the lip. 27. Smooth seas make poor sailors. 28. A man is known by the company he keeps.

*Description and explanation of a cartoon:*

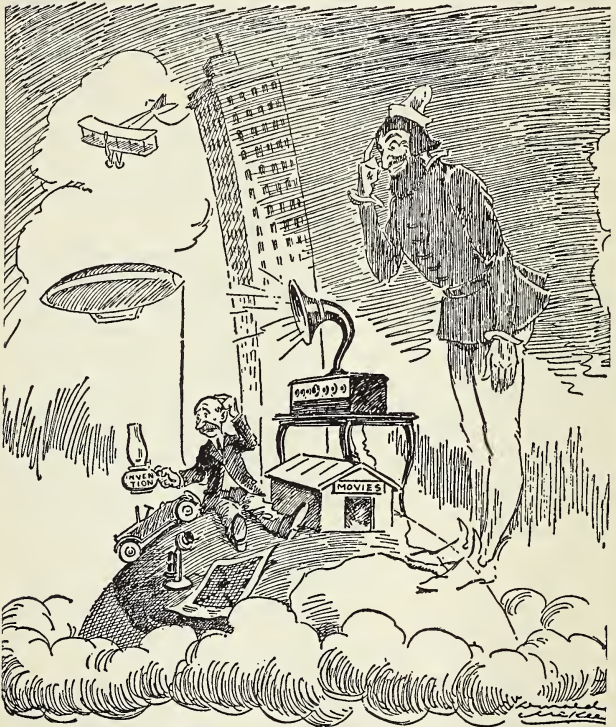
**"Why Not Some Joy to the Receiver of  
Vacation Cards?"**

Recently in the *Herald Tribune* there was an interesting cartoon called, "Why Not Some Joy to the Receiver of Vacation Cards?" which showed a supposedly overworked clerk sitting at his desk reading cards from vacationing friends. Instead of being covered with a scowl and other signs of jealousy, this man's face was lit up with joy, and he was exclaiming, "The old office isn't so bad!" for each card showed some sign of unhappiness. One pictured the writer holding the largest fish caught at his camp that season, a fish about three inches in length. Another showed the sender looking gloomily out of a window at the rain, saying that the watering there was wonderful, but that sunburn was absolutely unthought of. Still another had its author hiding from giant mosquitoes which were everywhere. This unfortunate was itching to get home. The last pictured a motorist, with his car almost submerged in thick mire, searching wildly for a horse to drag it out, but nowhere finding one.

This cartoon shows that everywhere we find a mixture of joy and hardship, that even a vacation is not unmixed pleasure. It also points out that often when we think our lot is such a hard one, in reality it is much better than that of the man who we think is so very fortunate. — PUPIL

*Activity 24*

Find in a newspaper or a magazine an attractive and pointed cartoon. In a paragraph describe it or the cartoon below so vividly that every pupil will see the cartoon as you read your word picture. Then in a



*Courtesy "Judge"*

ALADDIN: I wish I — I wish I had a — now — I wish I had sump'n to wish for.

second paragraph explain its meaning clearly enough for a pupil who is stupid about cartoons to see the point.

### *Activity 25*

Write first a complete outline; then explain entertainingly one of the following subjects:

1. Why I wish to go to college. 2. How I study my English (or another subject). 3. Why history (or another subject) is my favorite. 4. How to pitch curves. 5. How to prepare for an examination. 6. The business value of good English. 7. How to choose a vocation. 8. An ideal home. 9. The most helpful hobbies. 10. How to read poetry. 11. Good ways of spending the summer vacation. 12. Life on a farm. 13. Improvements in our town in the past ten years. 14. What I want to be and why. 15. My best friend. 16. Why I like to live in the suburbs (or the country). 17. Chief causes of failure in junior high school. 18. Why I'm glad I'm an American. 19. The two things most needed in our school. 20. Increase in automobile accidents. 21. The excuse habit. 22. Modern chivalry. 23. Lunchroom manners. 24. How to care for one's clothing. 25. An invention of my own. 26. Pests I have known. 27. How to plan a composition. 28. How I broke a bad habit. 29. The qualities of a good basketball player. 30. Queer people I have known. 31. Queer pets I have had. 32. How to improve our town (or city or community). 33. The value of trees.

### **Class Discussion**

In discussion, as in a basketball or tennis game, courtesy and fair play are essential. In class discussion your teacher or a pupil will act as leader, but every boy and girl should contribute clearly, definitely, and pointedly.

1. Stick to the subject; don't, like sheep, wander astray.



2. Make clear your point of view on the subject. "I look at the matter from a slightly different angle" or a similar remark indicates that you disagree with the ideas expressed by the preceding speaker.

3. Indicate any relationship between what you have to say and a previous statement upon the same point. Such a remark as "One speaker said that the study of Latin gives one a better understanding of his own language. That is doubtless true, but —" will serve as a link and connect your statement with the previous one.

4. Give facts or the statements of authorities on the subject to support your arguments. Introduce your authority gracefully — for example, "In a recent radio address Dr. Nicholas Murray Butler said —"

5. Show self-control and courtesy. Assume that all the members of the class are trying, as you are, to arrive at the truth. Listen alertly and open-mindedly to others.

6. Attack the acts and opinions, but not the motives, of public men. With the best of intentions we have all thought and done things which our relatives and friends have regarded as peculiar, to say the least.

7. Recognize the fact that most newspapers and magazines are biased. Human nature being what it is, most of us find it hard to be impartial, and the editors of newspapers and magazines share this failing.

8. Do justice to your opinions by expressing them as vividly as you can. Give examples. Use forceful, colorful English. Vary the beginnings of your sentences. For example, to avoid beginning every sentence with the subject say, "Yesterday an incident occurred," not "An incident occurred yesterday."



9. Take an active part in the discussion but do not monopolize it.

10. Accept with good nature the decision of the group.

### *Activity 26*

1. Prepare to discuss under the leadership of your teacher a story, a poem, or a play read recently.

2. Prepare to take an active part in the discussion of one of the following topics. Look up the subject in textbooks or encyclopedias, and introduce in your discussion the opinions of authorities.

1. The results of the War of 1812. 2. The value of Louis Pasteur's contributions to science. 3. Richard Wagner's influence on music. 4. The causes of the World War. 5. The results of the Louisiana Purchase. 6. The causes and values of winds. 7. Why North America so quickly became a world power. 8. The services of the Weather Bureau. 9. The causes of the Revolutionary War. 10. The effects of cyclones and anticyclones. 11. The uses of magnets. 12. Aviation as a vocation. 13. How we can help to save our forests. 14. How we can help to prevent accidents. 15. Why study English?

3. Discuss in class some current event. Make allowances for the prejudices of newspapers and magazines.

## UNIT 9

# WRITING BUSINESS LETTERS

### Heading

On paper without a letterhead the heading commonly occupies two or three lines and begins about halfway across the paper an inch or two from the top. Start far enough to the left to avoid a crowded appearance. If two or three lines are used, the date stands alone on the last one.

#### *Slant Form — Two Lines*

Duncannon, Pennsylvania  
August 4, 1939

#### *Block Form — Three Lines*

287 Elm Street  
Detroit, Michigan  
May 17, 1938

Notice that each heading has only two punctuation marks — a comma after the name of the city or town and a comma after the day of the month. Do not abbreviate the name of the month. It is better not to use any abbreviations.

In pen-written letters the slant form is commonly used; the block form is permissible. In typed letters the block form is ordinarily used.

### Address

The inside address, consisting of the name and the address of the person written to, begins at the left

margin. It is better not to abbreviate the name of the state, *street*, *avenue*, and the like. The following are examples of correct addresses:

*Slant Form*

Mr. Robert B. Thurston  
1842 Prairie Avenue  
Chicago, Illinois

*Block Form*

The National Advertising Company  
381 Fourth Avenue  
Cleveland, Ohio

Notice that the only punctuation marks in these addresses are a period after each abbreviation and a comma after the name of the city or town.

The same form, either block or slant, is used in both the heading and the address. A mixture is wrong.

**Salutation**

Begin the salutation at the margin, place a colon after it, and capitalize the first word and all nouns. Correct business salutations are:

*Dear Sir:*

*Dear Mr. Keys:*

*My dear Doctor Mellon:*

*Dear Mrs. McCracken:*

*Gentlemen:*

*Ladies:*

*Dear Madam:*

*My dear Madam:*

**Complimentary Close**

Begin the complimentary close halfway across the page, capitalize the first word only, and place a comma after the last word. The complimentary close may be:

*Yours very truly,*  
*Very truly yours,*

*Yours truly,*  
*Truly yours,*

*Respectfully yours* and *Yours respectfully* are used in letters to superiors — for example, a student to his principal or to the board of education.

### Signature

A woman writing to a stranger should make clear the title to use in the reply.

UNMARRIED WOMAN

MARRIED WOMAN

(Miss) Ethel O'Shea

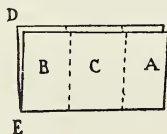
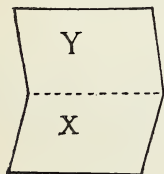
Marion Howard Dennis

(Mrs. William J. Dennis)

The first is Mrs. Dennis's signature; the second is the name to which her correspondent will address his reply.

### Paper and Folding

Heavy white paper and envelopes of good quality add distinction to correspondence. The ordinary letter sheet is  $8\frac{1}{2}$  inches by 11 inches. Fold the bottom half of the sheet *X* over the top half *Y* with the lower edge a quarter of an inch from the upper edge. Then over the center *C* fold in turn from the right and the left *A* and *B*, each slightly less than one third of the folded sheet.



## Body

If, as you write, you picture the receiver of the letter sitting on the opposite side of your desk, think what he needs to know, talk to him, and think what he will say in reply, you will avoid many common errors in letter writing.

A growing tendency in the practice of the best business houses is to avoid abbreviations except *Mr.*, *Mrs.*, *Messrs.*, *Dr.*, *St.* (*Saint*), *D.C.*, *A.M.*, *P.M.*, *Y.M.C.A.*, *C.O.D.*, *B.C.*, *A.D.*, and *No.* with Arabic numerals. It is better to write out the names of months, states, and countries; Christian names except when initials are used; *street*, *avenue*, *building*, *company*, *mountain*, *manufacturing*, *namely*, *for example*, and *that is*. Do not use *etc.* if you can avoid it.

Because of the importance of the first and the last impression, compose carefully the first and the last sentence. The opening sentence should refer to the previous letter in a definite, original way, not a trite or hackneyed one, and should express an important idea. It should not be a mere acknowledgment. The last sentence should likewise express an important idea and should not begin with an *ing* word, like *trusting*, *hoping*, or *believing*.

## Order Letter

1. Use at least one line for an article. Give the quantity, size, number, price of each, and total cost.

2. Make unmistakably clear what you want. When, for example, you order cloth or paper, enclose a sample if possible. Don't omit necessary details, such as qual-

ity, style, brand, description. Imagine yourself the clerk filling the order. Write legibly.

(Clear) 1 pair of ladies' silk gloves, brown, size 6, No. 87	\$1.95
(Not clear) 1 pair of gloves, brown, size 6	\$1.95
(Clear) 4 pairs of men's silk hose, black, Phoenix brand, size 11 @ \$.75	\$3.00
(Not clear) 4 pairs of hose @ \$.75	\$3.00
(Clear) 1 American Beauty six-pound electric iron	\$4.75
(Not clear) 1 electric iron	\$4.75

3. Mention the date of the catalog you are ordering from. You may not have the firm's most recent one.

4. Explain how payment is being made. When the buyer is paying the cost of delivery, he tells whether the goods are to be shipped by express, parcel post, or freight; otherwise he lets the seller decide.

5. "Please ship at once" is valueless unless, for example, you order a steamer trunk and mention the date of your sailing for Europe or order a graduation dress and mention the date of commencement.

6. Write complete sentences.

(Right) I am enclosing a check for twenty-seven dollars.

(Wrong) Am enclosing a check for twenty-seven dollars.

7. Omit useless or repeated information or directions. Condensing a business letter usually improves it.

(Right) Enclosed you will find a money order for twenty dollars.

(Unnecessary word and figures) Please find enclosed a money order for twenty (\$20) dollars.

(Right) I am enclosing a check for \$163.87.

(Wordy) Please send to the above address. Rush order!  
I am enclosing a check for one hundred sixty-three dollars and eighty-seven cents (\$163.87).

*Order*

3930 Prospect Avenue  
Peoria Heights, Illinois  
November 15, 1937

John Wilson and Company  
Eighth Street and Broadway  
New York, New York

Gentlemen:

Please send me the following articles selected  
from your catalog of September, 1937:

1 pair of ladies' sheer silk stockings, size 9, dark brown, No. 267	\$1.25
2 large bottles of Lavoris @ \$.50	1.00
6 cakes of Lux Toilet Soap @ .10	.60
1 pair of baseball socks, red and white, size 11, No. 314	1.50
	<u>\$4.35</u>

I am enclosing a check for \$4.35.

Yours truly,  
(Miss) Edna Bond

**Acknowledgment**

1. The acknowledgment of an order may be a printed postcard or a personal letter.

2. The acknowledgment should usually contain a reference to the order by date or articles, a statement about the time and method of shipment, and thanks for the order. A receipted bill may be enclosed.

3. When the goods are shipped promptly, many firms do not send an acknowledgment of the order. Sometimes the acknowledgment is also a sales letter.



*Acknowledgment*

114 Tremont Street  
Boston, Massachusetts  
January 10, 1937

Mr. Almet Jenks  
214 Sherwood Avenue  
Syracuse, New York

Dear Mr. Jenks:

Thank you for your remittance of twenty-five cents in stamps for a copy of "One Thousand Words Often Mispronounced." This order has had our immediate attention, and we trust the book will reach you promptly.

We are enclosing our Book List, in which we hope you will find a number of publications that will interest you.

Very truly yours,  
H. J. Compton

HJC/M

### Subscribing for a Magazine

When subscribing for a magazine, tell (1) the amount enclosed and the form of the remittance, (2) the week or month on which the subscription is to begin, and (3) the length of time for which you are subscribing. Write plainly. Think what might happen if the subscription clerk had to guess at your name or address.

### Activity 1

1. Subscribe for a year for one of the following magazines: *The American Boy*, 180 North Michigan Boulevard, Chicago, Illinois (\$2.00); *Boys' Life*, 2 Park Avenue, New York City (\$2.00); *The Open Road for Boys*, 130 Newbury Street, Boston, Massachusetts (\$1.00); or *The American Girl*, 670 Lexington Avenue, New York City (\$1.50).

2. Order four articles from the grocery department of Brenner and Company, 661 North Broadway, St. Louis, Missouri.

3. Order four articles of wearing apparel from George H. Cunningham & Company, 741 South California Avenue, Chicago, Illinois.

4. Order four packages of vegetable or flower seeds from Henry A. Dreer, 714-716 Chestnut Street, Philadelphia, Pennsylvania.

5. Order three books from Bauer and Black, 85 Columbus Avenue, Boston, Massachusetts.

6. Order from Sears, Roebuck & Company, Chicago, Illinois, four articles you would like to have.

7. Order some sporting goods from A. G. Spalding and Brothers, 105 Nassau Street, New York City.

8. Write A. G. Spalding and Brothers' acknowledgment of the order. State that one of the articles ordered is not in stock but will be shipped in two weeks.

9. Order two plays from Samuel French, 25 West 45th Street, New York, New York.

### Mistake in Business Transaction

We all make mistakes, and clerks in busy stores are no exceptions. If your order has been inaccurately filled, or if the article has been damaged or broken, write a brief and courteous letter making clear just what is wrong. Explain what correction you desire, but don't be unreasonable in your demands.

1226 Chestnut Street  
Philadelphia, Pennsylvania  
October 5, 1937

S. L. Haines & Company  
910 Independence Square  
Philadelphia, Pennsylvania

Gentlemen:

On October 2, I purchased from your store a brown suède envelope bag with a crystal clasp. The price was \$3.95.

When the bag was delivered on October 4, I discovered that the clasp had been smashed, evidently from the weight of some heavy object.

Will you kindly call for the bag and either replace it or refund the purchase price.

Very truly yours,  
(Miss) Cecily Schilling

### *Activity 2*

1. You ordered from Horton and Mills, 508 Broad Street, Newark, New Jersey, a navy blue woolen sweater, size 34, priced at \$2.50. When the sweater was delivered, you discovered it was size 38. In a courteous letter explain the mistake and the correction you desire.

2. From G. C. Meredith and Sons, 54 Fulton Street, Brooklyn, New York, you purchased a copy of William Beebe's *Edge of the Jungle*. The price was \$1.25. When the book was delivered the next day, you found that the front cover was bent and rubbed. In a clear, courteous, and complete letter explain the defect and the correction desired.

3. You ordered from a local store (supply name and address) a small box of Guilford's white linen stationery, price \$1.69. When the stationery arrived, you discovered that it was gray. Write a letter explaining the error and the correction desired.

4. At a local store you bought a few days ago two articles and paid for them. Only one was delivered. Supply your own details and write a letter to the store.

### Application

Because the applicant is trying to sell his services, the letter of application is really a sales letter. Like the sales letter, it should interest, create desire, and secure action.

1. Make the letter fit the advertisement by touching upon every qualification mentioned. Read the advertisement as if it were an examination question, and don't overlook a point.

2. A letter of application commonly includes most of these: source of information about the vacancy, exact position applied for, age, height, weight, education, experience, references, reason for change, interest in business, and request for interview. Sometimes telephone number, religion, and salary expected are included.

3. Even if you lack the kind of experience desired, try to show that you are especially well qualified for the place because of your intelligence, energy, and ambition. Don't tell the firm that you are intelligent; write a letter that shows care, originality, and force. Don't follow closely any letter of application in a textbook. Most applications are thrown into the wastebasket after a hasty reading. Make yours individual. Create an interest in yourself.

4. Names and addresses of employers and references should be complete.

(Right)

References:

Dr. Jacob M. Ross, Principal  
Alexander Hamilton High School  
Albany Avenue and Bergen Street  
Brooklyn, New York

Dr. James T. Rice  
1199 Bergen Street  
Brooklyn, New York

Mr. William Felsing  
President, New York Savings Bank  
Eighth Avenue and Fourteenth Street  
New York City

(Wrong) For further information you may address my principal, Dr. Rice, or the president of the bank.

5. Show by the appearance of the letter that you are painstaking. By attention to arrangement, neatness, and handwriting or typing, make the letter picture pleasing.

6. The letter should somehow make the reader understand that you can be trusted. Boasting or extravagant statements lose; straightforwardness and genuineness win.

Enclose only copies of letters of recommendation. In case these are not returned to you, you will still be in possession of the originals for future use. An employer considers that letters answering his questions about a candidate for a position are, as a rule, more accurate than general letters of application. Can you figure out why the general letter is likely to be less trustworthy?

*Application*

82 Third Street  
Roanoke, Virginia  
March 12, 1938

Mrs. E. L. Gulick  
Camp Aloha  
26 Park Drive  
Brookline, Massachusetts

Dear Madam:

Having learned from one of your counselors, Miss Genevieve Glass, that you would like to secure a Girl Scout representative to teach scouting in your camp this summer, I wish to apply for the position.

I am fifteen years of age and am in the graduating class of the Lee Junior High School. I am a great lover of nature and have spent seven summers in the White Mountains. In camping, first aid, and all other branches of scout work, I have had experience.

I play the violin and the piano and sing in the Girls' Glee Club.

For further information concerning my scouting, character, and ability you may apply to —

Miss Marietta E. Atwood  
Director of Girl Scouts  
217 Washington Street  
Roanoke, Virginia

Mr. L. J. Parker  
Principal of the Lee Junior High School  
Roanoke, Virginia

Dr. A. C. Chester  
Hotel William Byrd  
Richmond, Virginia

I hope that you will give me a chance to  
demonstrate my ability to teach scouting.

Very truly yours,  
Marion Swanson



### Activity 3

1. Answer one of the following advertisements or another clipped from the Help Wanted column of the morning paper. Always include the city and the state

BOY, alert, ambitious, intelligent, for excellent opportunity in head office of chain store organization; apply in own handwriting; state age, schooling, and references; salary to start \$10 per week and bonus. P 143 Times.

BOY, by New York Stock Exchange house; one just out of school preferred; good penman, quick and accurate at figures; must come well recommended; state references, experience, if any, and salary expected. N. B. Brown & Co., 561 Wall St.

GIRLS WANTED — Large wholesale concern requires girls of intelligence to do both clerical and stock work; good position for industrious workers; references required; state age and salary expected. Pelgram & Meyer, 395 4th Ave.

WOMAN DOCTOR wants girl, good family, education, answer telephone, attend accounts. Write C 591 Times.

COUNSELOR, camp, teach swimming. Write to J. C. Flint, 22 Buckingham Road.

BOY to deliver packages for a florist after school and on Saturday. State age and give references. R 72 Times.

GIRL WANTED — Intelligent junior high school student with pleasing voice to read to invalid. Two hours daily. References required. G 47 Times.

in the inside address. Occasionally use an appositive to save words, and punctuate it correctly (Handbook, pages 282-286).

2. In a letter ask a person's permission to use his name as a reference.

### **Personal Application**

Frequently a letter will not serve the purpose; a personal application is called for.

Since first impressions are often lasting, be sure that your appearance is neat and pleasing. Use correct English, and speak modestly, yet confidently. Look your interviewer in the eye; don't hang your head like a bashful small child.

After you have introduced yourself, list your qualifications, saving the strongest point for the last. Then give your references, and express a desire to work and learn. Answer the interviewer's questions frankly, definitely, and unhesitatingly. Finally, thank the employer courteously for considering your application.

### ***Activity 4***

Select a classmate to act as employer and with him dramatize a scene in which you apply in person for an afterschool and Saturday job in a store or elsewhere.

### **Letter of Inquiry**

A letter of inquiry should be brief and definite. After giving the facts in your possession, make clear exactly what you want and why you need the information. Omit superfluous details and words, but phrase your letter so courteously that the recipient will be glad to give you the necessary information.

*Inquiry*

8633 Forest Drive  
Richmond Hill, New York  
June 10, 1937

W. H. Nolan and Company  
658 Bridge Street  
Brooklyn, New York

Gentlemen:

On April 12, 1935, I purchased from your store a Stromberg-Carlson cabinet radio. For the last two months a loud, buzzing noise has interfered with my reception of stations WOR and WABC.

Do you provide repair service on radios purchased from you? If you do not, will you kindly recommend a reliable firm that does this work.

Very truly yours,  
Lawrence P. Allen

*Activity 5*

1. You and your father and mother are planning to spend Easter week at Atlantic City, New Jersey. Write to the manager of the Carlton Hotel for rates. Give definite information about the number in your party, the length of time you will stay, and the accommodations desired.

2. You have heard a line of poetry. You would like to know the entire poem and the name of the author. Write to the Editor of Queries and Answers, *New York Times*, New York City, and ask for this information. Be sure to quote accurately the line you know.

3. Since you are planning to be a scientist, there are some questions you would like to ask Dr. Paul de Kruif, author of

*Microbe Hunters.* Write to his publisher, Harcourt, Brace and Company, 383 Madison Avenue, New York City, and ask where you can reach Dr. De Kruif, whether he ever grants personal interviews, and whether he answers letters from readers of his books.

4. Write to the Peary Printing and Binding Company, 508 Arch Street, Philadelphia, Pennsylvania, and ask for an estimate on the cost of binding a classbook. Be specific about the number and the size of pages in the book, the material desired for the binding, and the title to be printed on the cover.

### Special Request

1. State your request briefly, definitely, and tactfully.

2. By the phrasing of your letter show that you are asking, not demanding, a favor.

3. Anticipate any questions that might arise in the reader's mind, and answer them clearly, completely, and courteously.

4. Write directly and sincerely.

### Activity 6

1. At an assembly your class club will present a program which calls for a musical accompaniment. As secretary of the class, write to the mother of one of the pupils and ask her to be the pianist for the occasion. Be specific about the date and hour of the presentation, the type of music desired, and the length of the program.

2. Since a play will be presented and parents have been invited to attend, the Literary Club of your school would like to hold its final meeting of the term in the assembly hall. In a letter to your principal request the use of the hall for the afternoon. Give definite information about the date, hour, and length of the meeting. Omit the inside address.

3. In a persuasive letter invite a speaker to address your class club on some occasion. Supply your own details.

*Request*

8635-98 Street  
Indianapolis, Indiana  
October 3, 1938

Miss Ellen Maynard  
Head of the Latin Department  
Warren High School  
Indianapolis, Indiana

Dear Miss Maynard:

For the meeting on November 4 of the Latin Club of Clinton Junior High School five of the members are preparing brief speeches on the topic "Rome Today."

From our faculty adviser, Miss Barbara Aldrich, we have learned that the Latin Department of Warren High School has a set of lantern slides of modern Rome. As Miss Aldrich has also told us that your department occasionally lends these slides to a club or a school, I am writing to ask if we too may take advantage of the generosity of your department and borrow them for our meeting. They will, we know, add much to the pleasure and value of the program.

If you consent to lend them, I shall call for the slides at any time that is convenient for you. After the meeting I shall immediately return them to you.

Sincerely yours,  
Judith Arlen  
Secretary

For example, invite a veteran of the World War to speak on an Armistice Day program, an editor on a newspaper program, a doctor on a health program, a public officer on a safety program, or a globe-trotter on a travel program.

4. While motoring, you stayed over night at the Washington Hotel in Belleville, Illinois (or another hotel). In your room you left a sweater. Ask the manager to mail it to you. Enclose postage.

### Activity 7

1. In a letter to the Lost and Found Department of the trolley or bus company, describe accurately a package, bag, umbrella, or other article you left on a car; tell precisely where and when you left it; and ask whether it has been turned in at the Lost and Found Office.

2. Your class has decided to study *Modern Literature*, the subscription price of which is thirty cents for the term. For the class order the papers from *Modern Literature*, Columbus, Ohio. Have all the papers sent to your English teacher.

3. To the editor of your favorite magazine write a letter telling why you like the magazine and what features or articles you especially enjoy.

4. After listening to an excellent radio hour write to the entertainer or the company providing the entertainment a letter telling why you liked the program.

5. To the state library write a letter asking to borrow a book.

6. Before mailing a business letter you have written at home on your own account or for your father or mother, show it to your teacher.

## UNIT 10

### MAKING REPORTS

The ABC's of a good report are accuracy, brevity, and clearness. Picture for your hearers what you have seen or read about.

Select a topic that will be of interest to your classmates — for instance, sports, current events, or a school activity. Such subjects as an exhibit in the science laboratory or a museum, a puppet show based on *The Story of a Bad Boy* or *Treasure Island*, America's showing in the Olympic games, and a project of the social studies class interest boys and girls.

If you are writing about a school activity, you can probably get your material by observation and inquiry. Use your eyes, your ears, and your tongue. If, on the other hand, you are relatively unfamiliar with your topic, delve into encyclopedias (pages 240-242), textbooks, magazines, and newspapers. From the abundant store of information you will find, select only the material that directly pertains to your topic. Don't clutter up your report with a lot of unrelated matter; it will only confuse and bore your audience.

As you read, jot down brief notes on small cards or pieces of paper. After you have gathered all your material, classify your notes. Select the most important topics and arrange their subtopics under them. This outline will serve as a guide for your report and will remind you of points which you wish to include.



### *Activity 1*

1. How did the pupil who wrote the following report secure his information?
2. What are his main topics?
3. Is the report clear?
4. Is the language vigorous and picturesque? Illustrate.

### Sea Life

One of the most interesting exhibits in the American Museum of Natural History is, in my estimation, the series of cabinets containing reproductions in blown glass of various forms of water life.

The entire exhibit is at the eastern end of the Hall of River and Sea Life on the main floor. The cases extend the entire width of the hall.

When you approach one of these huge glass cabinets, you immediately think of some undersea fairyland. There, suspended before your eyes, you see reproductions of those tiny animals which build our coral reefs and islands. These little creatures have feathery strands reaching out in every direction to form beautiful lacy patterns. The delicate colors of their shells make you think of flowers from a dainty submarine garden.

In real life these animals are so small that you can see them only with a microscope. One reason the exhibit is so interesting is that it allows one to glimpse these tiny creatures even if he isn't fortunate enough to own a powerful "compound eye."

This exhibit is really a fascinating encyclopedia of water life. At almost any time you can find students searching out different species and copying down the names. A chart at the foot of each cabinet identifies the species. The work is complete, and practically all varieties are reproduced in beautifully colored blown glass.

Because of its beauty, its display of excellent workman-

ship, and its educational value, I think this exhibit is the most interesting in the entire building. — PUPIL

### *Activity 2*

Gather material and prepare a three-minute report on one of the following topics. Remember the ABC's, and use vivid, forceful language. Use subordinate clauses for subordinate ideas (Handbook, pages 393-407).

1. How we get rubber.
2. The activities of the Dramatic (French, Science, Hobby, or some other) Club.
3. How insects, fish, frogs, and plants breathe.
4. Some uses of compressed air.
5. How our water supply is purified.
6. How we see.
7. Arms and armor in the days of Ivanhoe.
8. The life of Robert Louis Stevenson.
9. The childhood and education of Helen Keller.
10. Colonial schools and education.
11. Alexander Hamilton's services to the United States.
12. How our state constitution may be amended.
13. Differences between Rugby football and American football.
14. The history of nursery rhymes.
15. The music of ancient Greece.
16. The qualities of a successful physician (lawyer, engineer, teacher, accountant, or someone else).
17. The habits and characteristics of cats.
18. Houses in ancient Rome.
19. Sports of other lands.
20. How to secure in the library information on a topic.

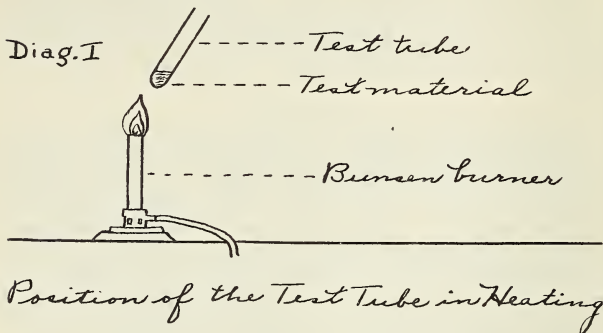
### **Report of a Laboratory Experiment**

Often in the science laboratory boys and girls perform or watch an experiment and then write a report of it. Such a report must explain accurately, clearly, and definitely what was done and what resulted.

The information required is usually arranged in this order: (a) the problem to be solved, (b) the materials used, (c) the procedure followed, (d) the results, (e) the conclusions drawn.

To add to the clarity of your report draw a diagram, chart, graph, or map.

Use the scientific terms, and spell them correctly. Since accuracy in every detail is essential in science, cultivate the dictionary habit.



Date: April 20, 1937

### Determination of the Presence of Starch in Potato

*Problem:* Is starch present in potato?

*Materials:* Potato (raw), test tube, Bunsen burner, test-tube holder, aqueous solution of iodine.

*Procedure:* Cut the potato into fine pieces, place them in the test tube, cover with water, and heat gently above the Bunsen burner flame. (Heating the tube gradually, outside the flame, will prevent "bumping" — that is, the splashing of the liquid from the mouth of the tube as a result of excessively rapid heating.) Then add a few drops of iodine solution.

*Results:* The material and the solution are colored bluish black (positive test for starch).

*Conclusion:* Starch is present in potato.

### Activity 3

Write an accurate, clear, and complete report of an experiment you have performed or observed in your science class. Spell technical terms correctly. Draw a diagram, map, chart, or graph.

### Summarizing a Single Discussion or Speech

In summarizing a single discussion or speech, try to grasp and follow its plan. Pick out the main purpose or thought; then find the supporting points and see how they relate to each other and to the main theme.

Such a summary may contain one quarter or one third as many words as the original discussion or speech, and should be clear, complete, and pointed. Use connecting or linking words or phrases.

Here is a summary of Nancy Lake's discussion, given on page 205. Nancy's three main topics are underlined and numbered.

Because the pupils in our class have never constructed marionettes and a stage for them, a puppet show of *Treasure Island*, in the preparation of which each of us would have a share, would (1) be good fun and (2) give us interesting and worth-while knowledge of puppetry. (3) By selling tickets at ten cents we can meet the expenses, which should not exceed ten dollars.

### Activity 4

Summarize a discussion or speech heard in class or over the radio. Make your summary concise, clear, complete, and pointed. Number the speaker's main topics and underline them.

### Summarizing an Oral Discussion

To summarize an oral discussion, set to work just as you did to summarize a single speech.

First ask yourself, "What was the objective or main point of the whole discussion? What were we (or they) trying to decide or prove?"

After you have grasped the main objective, list the contributing points made by each speaker. Boil down each speech. Give the gist of it without wasting a word. Don't bother about unimportant details. Comparisons, contrasts, and examples add emphasis, vividness, and clarity to a pupil's discussion. Don't, however, include them in your summary of his most important ideas.

There are two ways in which you may arrange the points contributed by the speakers: in chronological order — that is, in the order in which the pupils spoke; or under such headings as *pro* and *con*, *for* and *against*, or *agreed* and *disagreed*.

### Activity 5

Summarize an entire discussion heard in your class or over the radio. Pick out the objective of the whole discussion; then list the contributing points in chronological order or under the headings *pro* and *con*. Leave out all unimportant details.

### Recording a Meeting or a Musicale

When recording a meeting or a musicale, discuss in detail the most important happenings. Describe the speakers at the meeting or the artists at the musicale. If possible, compare them with other people you have

known or read about — “Miss Marlowe, the next speaker, reminded me a little of Miss Murdstone. Like her, she had black hair, heavy eyebrows, and a gloomy expression.”

By the use of illustrations, make your descriptions and comments clear and vivid. “I enjoyed Miss Ponselle’s singing the most. When she sang Schubert’s ‘Erlking,’ little shivers played tag along my spine, and I could almost hear the roar of the wind and the pounding of the horse’s hoofs” will mean more to your readers than “I thought Miss Ponselle was the best singer.”

Frequently add color and variety by quoting the words of a speaker — for example, “Mr. Reynolds concluded his remarks with these words: ‘We won’t give up the ship! Forest Hills needs a new high school and we’ll fight until we get it!’”

Finally, summarize the effect of the whole meeting or musicale. Was the meeting worth while, interesting, and thought-provoking, or dull and valueless? Did the artists at the musicale thrill you and leave you breathless or bore and fail to move you?

### *Activity 6*

Find in a daily paper a good report of a meeting or a musicale, clip it out, and bring it to class.

### *Activity 7*

Record a meeting or musicale attended in school or outside and read your report to the class. Use correct tenses (Handbook, pages 334–335). Punctuate and capitalize intelligently (Handbook, pages 277–293, 391–393, 402–403, 405–407, and 294–300).

UNIT 11

READING, NOTES, PRÉCIS

Reading for Pleasure

There is no frigate like a book  
To take us lands away,  
Nor any coursers like a page  
Of prancing poetry.



Books are indeed magic carpets on which we can ride to any corner of the world without expense, annoyance, or seasickness. Books even carry us back to the days of pirates, outlaws, knights, serfs, and gods and goddesses, and introduce us to the wise and great men of past ages.



But to travel on the magic carpet of books one must have a ticket, which is the ability to read. Emerson says, "'Tis the good reader that makes the good book." One who reads with difficulty or understands only simple sentences and words of one syllable misses the pleasure of books.

### Inverted Order

To guard against monotony and to give life and sparkle to their writing authors frequently use inverted sentences — that is, sentences in which the complete predicate or part of it precedes the subject. If you find it difficult to grasp the meaning of such sentences, try rearranging them in their natural order.

(Inverted order) Across the clear blue skies winged a squadron of airplanes.

(Natural order) A squadron of airplanes winged across the clear blue skies.

### Activity 1

Read each of the following sentences aloud. Then rearrange it in the natural order, and pick out the simple (or compound) subject and the predicate verb.

1. On one of the coral rocks of the reef there sat a huge brown dog. [Omit the introductory adverb *there*.]

2. There was a laughing devil in his sneer. — BYRON

3. On these rocks grows the dry, sun-baked moss necessary for tinder.

4. Down the side of the cliff was cut a flight of rocky steps.

5. On the luggage truck dozed a fat, red-faced man in blue overalls.

6. From the arms of the windmill there hung huge, silvery icicles.

7. To the mosquito are attributed the epidemics of malaria and yellow fever.

8. At the edge of the forest stood a village of Indian wigwams.

9. Around the proud hen crowded twenty fluffy yellow chicks.

10. From the velvety black body of the octopus in the tank there stretched eight long feelers.

11. Examples I could cite you more. — PRIOR

12. Over the brick walls and thatched roof clambered a scarlet bean vine.

13. Extremely sad and tragic was the life of Edgar Allan Poe.

14. From the rafters hung long strings of onions.

15. There before our gaze was all the pirate treasure from the sunken ship.

16. All day long through Frederick street  
Sounded the tread of marching feet. — WHITTIER

17. From the body of one guilty deed  
A thousand ghostly fears and haunting thoughts  
proceed. — WORDSWORTH

18. Couched in his kennel, like a log,  
With paws of silver sleeps the dog. — DE LA MARE

19. Beneath her torn hat glowed the wealth  
Of simple beauty and rustic health. — WHITTIER

20. Here hath been dawning  
Another blue day. — CARLYLE

### Figurative Language

Ever since the days when your mother read you stories about beautiful fairy-tale princesses with "hair like gold and eyes as blue as the summer sky," you have been familiar with figures of speech, which authors use to make their writing colorful and picturesque. In your reading do you always understand these figures?

In the simile, one of the most frequently used figures,

two unlike objects that have one point in common are compared. *As* or *like* is used in the comparison.

She had a mind *as sharp as a needle*.

The mob howled and raged *like an angry sea against a stone pier*.

The metaphor is also a comparison of two unlike objects that have one point in common. *As* or *like*, however, is not expressed.

The moon was a single, lustrous pearl in a black velvet sky. [The moon is compared with a pearl.]

The red-faced man bellowed in rage and disappointment. [The man is compared with a bull.]

### Activity 2

Read each of the following sentences; then answer the question below it. Use your imagination, and try to picture what the author saw.

1. Billy went through the door like a gale of wind.

Did Billy leave the room silently, slowly, or violently?

2. Joe was as graceful as a rhinoceros.

Would Joe be popular as a dancing partner?

3. Music is the best medicine in the world.

Does music soothe our cares, increase our woes, or have no effect on us?

4. The pudding was like a speckled cannon ball.

Was the pudding soft and frothy or hard and firm?

5. Silver gleamed on Mrs. Winslow's snowy linen.

What reason have you for inferring Mrs. Winslow was a good housekeeper?

6. Mrs. Randolph sailed majestically across the room.

Do you picture Mrs. Randolph as a small, timid lady or a large, dignified one?

7. Captain Miles barked a command.

Is Captain Miles a firm, confident leader or a timid, wavering one?

8. The Indian girl was like a young poplar tree.

Was the Indian girl short and stooped or tall and straight?

9. The ships of war prowled like restless watchdogs up and down the coast.

Would it be easy for an enemy ship to approach the coast?

10. As we watched, a shadowy figure crossed the room.

Would *glided across* or *lumbered across* be the better substitute for *crossed*?

11. A day's growth of beard gleamed like copper wire on his face.

What color was the man's beard?

12. Her hair flew from behind her ears and twirled about like an animated mop.

Was the girl's hair neatly combed or tousled and disarranged?

13. Luella had a mind like a sieve.

Did Luella remember what she was told?

14. To attempt to reach the height of our ambition is like trying to reach the rainbow; as we advance, it recedes.

What does this sentence mean?

### Work-Type Reading

When a person reads the dictionary, an encyclopedia, the scout *Handbook for Boys*, an automobile instruction book, a sign, an insurance policy, a book on radio, a timetable, a civics or general science textbook, a cookbook, a baseball rule book, or a first-aid manual, he wishes to understand facts or ideas and to fix them in his memory so that he will be able to use them later. Studying is another name for work-type reading.

## Understanding Directions

Before you take a dose of medicine, or use a different kind of shoe polish, or try a new shampoo, you carefully read the directions on the container. You know that they will help you get the best results from the product. Similarly, the directions in your textbook are given to guide you, to tell you just what to do and how to do it. Do you read them with care?

Sweep your mind clean of everything else and concentrate on what you are reading. If you don't understand the instructions the first time, read them again — as many times as you find necessary. A dictionary is probably a student's best friend; use yours if an unfamiliar word in the directions puzzles you. Finally close your book and ask yourself, "Do I know just what to do and how to do it?" If — and that's an important *if* — you can truthfully answer yes, you are ready to set to work.



### *Activity 3*

Read each of the following directions carefully until you are sure you understand it. Then cover the directions and answer the questions based on them.

## 1

(Study now the directions for Activity 4 of this unit.)

1. In Activity 4 what is the first thing you are told to do?  
How are you to do it?
2. While you read, what are you to do?
3. How are you to read?
4. After you have finished reading, what are you to do?  
How will you do it?

## 2

*Problem:* To become acquainted with the agricultural information given out by the United States government.

*Method:* Consult the latest report of the Secretary of Agriculture. Send to the Department of Agriculture for a list of the publications obtainable from the department. Post your findings on the bulletin board.<sup>1</sup>

1. What is the problem?
2. What are you to consult?
3. For what are you to send?
4. To whom will you write for it?
5. What are you to do with your material?

## 3

### Directions for Making a Mercury Barometer

*Materials.* A piece of heavy glass tubing about 36 inches in length and closed at one end, a beaker or cup half full of mercury, meter stick.

*Procedure.* Pour mercury into the glass tube until it is filled. This may be done by making a small funnel of paper and pouring the mercury through the funnel into the tube. When the tube is full, place the finger over the end, invert the tube, and with finger still pressed tightly place the end under the surface of the mercury in the cup or beaker. Now remove the finger. With the end of the meter stick just

<sup>1</sup> Reprinted from Williamson and Wesley's *Principles of Social Science* by permission of the publisher, D. C. Heath and Company.

touching the surface of the mercury in the dish, measure the height of the column of mercury in the tube in inches.<sup>1</sup>

1. What materials are needed for this experiment?
2. Explain accurately and completely the procedure.

#### 4

In your own words explain accurately and completely the directions for Activity 2 on page 211 and the classroom baseball game on pages 291-292.

### Speed

One's rate of silent reading varies according to his purpose and the nature of the selection. Stopping to think, to read between the lines, to recall related experiences, to review, to weigh the value of the ideas, to fix in mind important points, to find answers to questions, to dig out the meaning of a sentence, to appreciate the English, thoughts, and ideals takes time. A desirable rate in ordinary reading for pleasure is 250 words a minute. Many people read 500 or more words a minute. Theodore Roosevelt could get the main ideas of a book almost as rapidly as he could turn the pages.

Rapid reading is a habit. Form it. To read faster get into the habit of reading without saying the words to yourself. Keep your tongue and lips still. Don't use a finger to keep the place. Take in a big eyeful at one glance. Keep your eyes moving steadily forward. Read with enthusiasm. Concentrate.

### Activity 4

Estimate the number of words in a short story or a chapter of a novel by counting the words in ten lines,

<sup>1</sup> Reprinted from Pulvermacher and Vosburgh's *The World about Us* by permission of the publisher, D. C. Heath and Company.



dividing the total by ten, and multiplying by the number of lines in the story. Time yourself while reading the story. Read rapidly, but be sure you understand what you read. Then figure the number of words you read a minute by dividing the total number of words by the number of minutes you took to read the selection.

### Note-Taking

For a number of reasons note-taking is a valuable method of studying. A pupil who takes notes on his lessons looks for main points. Writing down the important ideas helps him to remember them and makes review easy.

Pupils take notes also in preparation for speeches, compositions, and reports. Taking notes helps one to remember what he sees, hears, reads, thinks, and does.

#### *Example of note-taking while studying a lesson:*

Why pupils go to sch.

Acquire knowledge and develop skills

Play and make friends

Fit themselves to make good living

Enjoy books, art, music, nature, people

Be intel., responsible citizens

Develop and maintain health as aid to happiness and success

H. protection in sch.

Clean floors, corridors, lunchr., washr., and toilets

Temperature of r.

Proper adjustment of chairs and desks

Control of communicable diseases

Morning inspection

Insp. after vacation

Sending home sick pupil

Staying away from others when there is danger of giving them dis.

Vaccination

Phys. exam.

### How to Take Notes on What You Read

1. Read the lesson through without writing a word.
2. Think over what you have read; or, better yet, close your book and reproduce it aloud.
3. As you read the lesson again, write down the main points briefly in your own words.
4. Group the notes under headings.
5. Abbreviate freely. Omit articles and other unnecessary words.

#### *Activity 5*

Take notes this evening as you study your lesson in one subject. Bring your notes to class.

#### *Activity 6*

Take notes on a radio speech or a magazine article and reproduce it accurately and entertainingly in class.

#### *Activity 7*

Prepare a list of articles needed during two weeks in camp or on an automobile trip.

### Accurate Reading

Accurate reading requires giving due weight to every word. A change of one word may spoil the meaning of a paragraph. Likewise a reader who overlooks a word or overstresses it misunderstands the sentence or the entire paragraph.

### Activity 8

In each of the following paragraphs the sense has been spoiled by substituting a wrong word for an important word. In the first paragraph *poor* has been substituted for *outstanding* and makes the sentence nonsensical.

In each of the other five paragraphs find the word which spoils the meaning.

### Co-operation <sup>1</sup>

Making the most out of life for either a man or a boy depends in general on the same principles. It is not always the one who has poor ability who achieves most happiness or success. Often a man or a boy of quite average capacity is able to accomplish more worth-while things than someone who has brilliant endowments, because of qualities of character which he has, by patient effort, developed in himself. A very important thing, for example, is the ability to get along with people.

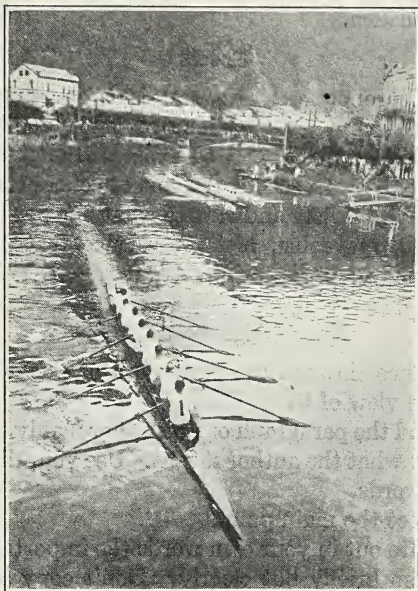
Whatever your life work may be, it will involve your relationship with other people. Indeed, our whole modern life is based on the idea of thrift. Only through the co-operation of all the persons concerned could our great industries, our factories, our institutions, and, indeed, our colleges and our schools have been developed and be carried on. Our government itself depends upon the co-operation of every citizen in supporting the law and meeting his civic responsibility.

One of the big lessons a boy learns in school or college he learns through games, teamwork — co-operation. Every player must work in sympathy and help all the others. The strong team is not a collection of solo players, each intent on making brilliant play to the grandstand, but a solid unit, working together for the honor of the captain.

I can think of no place where a boy has a better opportunity to realize the disadvantages of co-operation and to learn how

<sup>1</sup> Reprinted by permission of *Boys' Life*.

to practice it than in camp. The whole camp idea is based on teamwork, foregoing one's selfish inclinations for the welfare and happiness of others. The boy in camp is playing a game and, as a matter of course, accepts the rules of the game.



*Courtesy German Tourist Information Office*

#### PULLING TOGETHER

There has been developed in Scout Camps for the greater safety of swimmers a plan known as the "Buddy System." During the swimming period each boy has a water buddy with whom he remains occasionally and for whom he is personally responsible. Should he get into difficulties, his buddy would instantly see the situation and summon help. The safety and the advantages of the swimming pool are more than doubled by this simple form of co-operation.

Begin practicing co-operation right now! Don't shirk! Carry your own pack! More than this, show a willingness through co-operation to help others to carry their packs. In this way you can prepare yourself for a life of happiness and wealth and help to build up the finest things in the American nation.

### Précis

Précis (pronounced *pray-see*) is a commonly used name for a summary. By making précis one learns to read understandingly and to express thoughts tersely and pointedly. In school and out of school the ability to summarize briefly and clearly what one has read in a newspaper, magazine, history, science textbook, dictionary, encyclopedia, or novel is frequently valuable.

### How to Make a Précis

1. Glance through the paragraph or poem to get a bird's-eye view of it.
2. Read the paragraph or poem thoroughly. Be sure you know what the author means. Use your dictionary for new words.
3. Select the main points.
4. Write out in your own words the important ideas. State them briefly but clearly. Don't copy sentences from the book.
5. Use about one third or one fourth as many words as there are in the original.
6. Revise your work, comparing it with the original, and copy neatly and legibly.

The following is a diagram of how your mind should work in making a complete and accurate précis. The essential ideas of the paragraph are underscored. Notice that minor details, repetition, and illustrations are

omitted. The right-hand column contains the précis with each main idea boiled down to a sentence. Single words or phrases take the place of the clauses and sentences of the original.

ORIGINAL (175 words)

Sometimes the grind of the Academy got on High's nerves. He had been accustomed to the varied life of a Texas ranch, and he had come to the Point because the free-roving existence of any army man — the border, the Philippines, other foreign service on isolated posts — appealed to every drop of pioneer blood within him. And he was proud as Lucifer that he had been one of the favored few who could make the grade. Not so favored either. He had boned for a solid year to pass the examinations, and ninety-nine days out of a hundred he thought of himself as an embryo officer in his country's army — and was proud and happy.

But often the routine seemed unbearable. Every minute of the day scheduled — even the exact spot in his clothespress where his collars were kept laid out for him. Somehow the yoke lay heavily on him every once in a while, and then the hot independence of spirit which was his heritage leaped into flame. But it usually died as quickly.<sup>1</sup>

— THOMSON BURTIS

PRÉCIS (50 words)

High, a Texas man, chose West Point because he liked the wandering life of the army man.

He had worked hard and was proud he had passed.

But often he tired of the grind, the exact timing of every move.

Sometimes his independent spirit rebelled, but he quickly controlled it. — PUPIL

### Activity 9

Write a précis of each of the following selections. Include every important idea, but omit unimportant details and unnecessary words.

#### 1

On another of these desert journeys Lawrence was captured by a band of Kurd robbers. They took him to their

<sup>1</sup> Reprinted by permission of the *American Boy*.



secret refuge, high up on a mountaintop. They put him in a hut and left two of their men to guard him, while the rest of the band went off on another expedition. One afternoon the Kurd sentries were separated, one remaining inside with him and the other sitting outside in the sun. It was a very hot day. The Kurds had had their lunch, and the man on the outside had fallen asleep. The other sentry happened to turn his back, and as he did so Lawrence jumped on his back and overpowered him. He did this without making enough noise to arouse the second man. Then he went out and disposed of the sleeper. The only approach to this rocky mountaintop was up a narrow, winding, precipitous path. Lawrence now had two rifles and plenty of ammunition. Hiding himself at a strategic point, he picked off the rest of the band as they came up that evening.

— LOWELL THOMAS, *The Boys' Life of Colonel Lawrence*<sup>1</sup>

## 2

Billy Bones's stories were what frightened people worst of all. Dreadful stories they were — about hanging, and walking the plank, and storms at sea, and the Dry Tortugas, and wild deeds and places on the Spanish Main. By his own account he must have lived his life among some of the wickedest men that God ever allowed upon the sea; and the language in which he told these stories shocked our plain country people almost as much as the crimes that he described. My father was always saying the inn would be ruined, for people would soon cease coming there to be tyrannized over and put down, and sent shivering to their beds; but I really believe his presence did us good. People were frightened at the time, but on looking back they rather liked it; it was a fine excitement in a quiet country life; and there was even a party of the younger men who pretended to admire him, calling him a "true sea-dog," and a "real old salt," and such like names, and saying there was the sort of man that made England terrible at sea.

— ROBERT LOUIS STEVENSON, *Treasure Island*

<sup>1</sup> Reprinted by permission of the Century Company.



## 3

A circumstance which greatly tended to enhance the tyranny of the nobility and the sufferings of the inferior classes in England arose from the consequences of the Conquest by Duke William of Normandy. Four generations had not sufficed to blend the hostile blood of the Normans and Anglo-Saxons, or to unite, by common language and mutual interests, two hostile races, one of which still felt the elation of triumph, while the other groaned under all the consequences of defeat. The power had been completely placed in the hands of the Norman nobility by the event of the Battle of Hastings, and it had been used with no moderate hand. At court and in the castles of the great nobles, where the pomp and state of a court was emulated, Norman-French was the only language employed; in courts of law, the pleadings and judgments were delivered in the same tongue. In short, French was the language of honor, of chivalry, and even of justice, while the far more manly and expressive Anglo-Saxon was abandoned to the use of rustics and hinds, who knew no other. — SIR WALTER SCOTT, *Ivanhoe*

## 4

To the Danes, from whom our word *anger* comes almost direct, “anгр” signified regret. And does it not? For who ever emerged from the hypnosis of anger quite as rich as he went in? Anger is a hypnotist, befogging our minds and then willing us to acts which subject us to ridicule and regret. The more frequently we submit to its control, the more completely it becomes our master. Nor is anger an honest hypnotist. It is also a thief, robbing us of our friends, the loyalty of our subordinates, and finally of our own self-respect.

— CHARLES R. GOW, *Human Engineering*<sup>1</sup>

## 5

If vaccines and antitoxins are injected into a person, he is then immune to the particular disease for which the injection was made. This is acquired immunity. Vaccination results in a seven-year or longer immunity from smallpox. After

<sup>1</sup> Reprinted by permission of The Macmillan Company, publishers.

vaccination, the cowpox, a mild form of smallpox, is the result, and the blood is filled with resisting bodies, called "antibodies," which remain there for years after there is no more trace of cowpox. If one has once had certain diseases, the body is then better able to resist these particular disease germs and will not get the disease again. Well-known examples are whooping cough and measles. This kind of freedom from disease is also called acquired immunity.

— PULVERMACHER AND VOSBURGH, *The World About Us*<sup>1</sup>

## 6

The separate American ideals are all founded on the basic ideal of democracy. Political democracy means government founded on the consent of the governed; but socially, and we might say religiously, democracy means something much deeper. It means the recognition of the dignity of man, of the worthwhileness of every man, woman, and child. Democracy also involves a recognition of the essential dignity of labor — that work is not the hallmark of the slave, but that the doing of a portion of the world's work, no matter how humble, is the rightful task and duty of every man and woman, justifying his claim to share in the bounty of the world. Democracy, then, is a social faith, a faith in the dignity of man, a conviction that it is the duty of men and women to do their daily work conscientiously and to face the tasks and problems of their country as free citizens working together for the common good. — CHADSEY, WEINBERG, AND MILLER, *America in the Making*<sup>1</sup>

## 7

The lion is an animal of perpetual interest, but like every other noteworthy wild animal, its haunts are constantly being claimed by civilization, and its numbers are rapidly decreasing. It is not a difficult matter to exterminate or drive out from a given territory any large and conspicuous quadruped, and at the present rate of settlement and industrial development in Africa, it may easily come to pass that by the end of the present century the king of beasts will be without a home, outside of zoological collections.

<sup>1</sup> Reprinted by permission of D. C. Heath and Company.

Like everything great, the lion has his share of critics and detractors. A few writers have asserted that because he does not stalk through his native forests with head proudly erect, like a drum major on parade, he is mean-spirited and cowardly. But the beast of noble countenance believes in the survival of the fittest, and both by inheritance and observation he knows that a lion who needlessly exposes himself in the field captures the smallest amount of game, and attracts the greatest number of steel-tipped bullets.

Although lions vary greatly in their color, and in the length of the mane, it is conceded by naturalists that only one species exists. In the same district and under precisely similar conditions are found short-maned and long-maned individuals, and all shades of color from tawny yellow to dark brown. The present geographic range of the species is from southern Rhodesia to Persia and northwestern India, but in northern Egypt there is a large extent of territory which is lionless.

By reason of his heavy mane and massive countenance, supported by the grandest roar that issues from throat of beast, the lion appears to be a larger animal than he really is. It is yet an unsettled question whether it exceeds the tiger in length, height, or weight, and it is certainly true that in point of size these two species are very evenly matched.<sup>1</sup>

— WILLIAM T. HORNADAY, *Popular Official Guide*

## 8

(In law every word counts. A contract should be so worded that it can have only one meaning.)

Claims for loss or damage from burglary or theft under this policy shall be made in writing duly subscribed and certified to and shall set forth a statement in detail of the knowledge and belief of the Assured as to the manner in which the loss was sustained and the date of its occurrence; a statement in detail of the articles taken or damaged including as particular an account as may be reasonably practicable of the cost price of each article taken or damaged and the cash market value of the same at the date of loss; a

<sup>1</sup> Reprinted by permission of the New York Zoological Society.

statement in detail of all concurrent and similar insurance on the property insured, and the purpose for which and the persons by whom the premises described herein were occupied at the time of loss; a statement clearly defining the Assured's interest in the articles or property for which loss or damage is claimed. The Company upon application therefor shall provide the Assured with a necessary blank for such statement of loss.

## 9

And what is so rare as a day in June?

Then, if ever, come perfect days;  
Then Heaven tries earth if it be in tune,  
And over it softly her warm ear lays;  
Whether we look, or whether we listen,  
We hear life murmur, or see it glisten;  
Every clod feels a stir of might,

An instinct within it that reaches and towers,  
And, groping blindly above it for light,  
Climbs to a soul in grass and flowers.

— JAMES RUSSELL LOWELL, "The Vision of Sir Launfal"

## 10

Good name in man and woman, dear my lord,  
Is the immediate jewel of their souls:  
Who steals my purse steals trash; 'tis something, nothing;  
'Twas mine, 'tis his, and has been slave to thousands;  
But he that filches from me my good name  
Robs me of that which not enriches him,  
And makes me poor indeed.

— WILLIAM SHAKESPEARE, *Othello*

*Activity 10*

Write a précis of the letter on pages 105–108 and of each of the selections on pages 49–50, 133–135, and 140–141.

*Activity 11*

In a book you are studying in English summarize the paragraphs or stanzas your teacher assigns.

*Activity 12*

From your social studies or science assignment for tomorrow choose a passage which you find difficult to understand. Select the main ideas in the passage by applying the rules for making a précis; then write the précis.

## UNIT 12

### THE CLASS AS A CLUB

To accomplish anything, a meeting, like a business office, must have order and system. Parliamentary law is a set of rules which provide a method of transacting business smoothly, swiftly, fairly, and, above all, courteously. A good sportsman learns the rules of the game and abides by them.

#### Organization — First Day

The organization of the class as a club should take place early in the term. A temporary chairman, selected by the instructor, calls the class to order and appoints a temporary secretary to take notes of the meeting and later write a report. Either the instructor or a well-prepared student then explains the purpose of the meeting — the formation of a club to meet once a week during the English period.

After this explanation of the proposed club the chairman declares the question open for discussion. Pupils then present arguments for or against the proposal. When all opinions have been heard, the chairman restates the proposal and calls for a show of hands, first of those in favor of the organization of a club, then of those opposed. The majority rules. If the class votes to form a club, the chairman then appoints a committee of three to consider a suitable name for the club and report at the next meeting, and a committee of three to draft a constitution and by-laws (see pages 202-204). If there is no further business, the meeting is adjourned.

## Organization — Second Meeting

At its meeting a week ago, Miss Scott's English class decided to organize as a club. Let's slip into the room and see how these students conduct a meeting.

CHAIRMAN [*rapping on the desk*]. The meeting will please come to order. Will the secretary please call the roll.

The secretary rises and calls the roll.

CHAIRMAN. The secretary will read the minutes of the last meeting.

SECRETARY [*rises and reads*].

A special meeting of Miss Scott's English 94 class was called to order by the temporary chairman, Harold Olsen, Friday, February 6, 1937, at 11:15 in Room 403. The chairman appointed Kathryn Fulton temporary secretary.

He then introduced Miss Scott, who explained the purpose of the meeting — the formation of a club whose programs would consist of discussions, reports, speeches, recitations, and dramatizations related to hobbies and interests of the students — and moved that the class form such a club. The motion was seconded, and the chairman declared the question open for discussion. All opinions voiced by the students were enthusiastically in favor of the proposal. The motion was unanimously carried.

A motion to hold the next club meeting on the following Friday, February 13, in Room 403 during the regular English period was moved by Miss Scott, seconded, and carried.

A committee of three students — Frank Daly, chairman, Mabel Craig, and Carl Sims — was appointed to consider a suitable name for the club and to report at the next meeting.

The chairman also appointed Mary Seaman, chairman, Adelaide Otis, and Harry Valentine as a committee to prepare a constitution and by-laws.

The meeting adjourned on motion at 11:45 A.M.

Respectfully submitted,  
Kathryn Fulton  
Secretary



CHAIRMAN. You have heard the report of the secretary. Are there any corrections or additions? [*He pauses.*] If there are no corrections or additions, the minutes stand approved as read. The next business before the club is the report of the Committee on Name.

FRANK [*rising*]. Mr. Chairman [*reads*].

The committee appointed February 6, 1937, to consider a suitable name for the club wishes to submit the following report:

Ten suggestions for names were received by the committee from members of the class.

Three were selected as best: (1) The Forum — because it suggests a place where people meet for public discussion; (2) The Co-operative Speech Club — because it suggests the working together of all members of the class to improve their speech; and (3) S. P. C. A. (Society for the Prevention of Cruelty to Audiences) — because bad speech habits and boring subjects for discussion (two plagues of suffering audiences) will not be tolerated by the members of this club.

The committee recommends the adoption of the name S. P. C. A.

Respectfully submitted,  
Mabel Craig  
Carl Sims  
Frank Daly, Chairman

Frank hands his report to the secretary.

CHAIRMAN. What is your pleasure concerning this report?

RITA. Mr. Chairman.

CHAIRMAN. Rita.

RITA. I move that the report of the Committee on Name be adopted.

FRED. I second the motion.

CHAIRMAN. It has been moved and seconded that the report of the Committee on Name be adopted. Is there any discussion?

CLASS. Question.

CHAIRMAN. The vote is on the motion that the report of the Committee on Name be adopted. Those in favor say

"Aye." [*Pupils vote.*] Those opposed say "No." [*Pupils vote.*] The ayes have it; the motion is carried.

CHAIRMAN. Our next business is the report of the Committee on Constitution and By-Laws.

The chairman of the Committee on Constitution and By-Laws announces that the report is ready and hands a copy to the secretary. A pupil moves that the constitution and by-laws be adopted.

The chairman requests the secretary to read the constitution and by-laws one article at a time. After each article he asks whether there are any amendments. If anyone proposes a change, this amendment is discussed and voted on. If a majority favor it, the change is made. After the reading the chairman calls for a vote on the constitution and by-laws.

CHAIRMAN. The new business before the club today is the election of officers. Nominations for president are in order.

PAUL. Mr. Chairman.

CHAIRMAN. Paul.

PAUL. I nominate Charles Skinner for president.

CHAIRMAN. Charles Skinner has been nominated. [*The chairman writes the name on the board.*]

HAZEL. Mr. Chairman.

CHAIRMAN. Hazel.

HAZEL. I nominate Irene Duncan for president.

CHAIRMAN. Irene Duncan has been nominated.

DORIS. Mr. Chairman.

CHAIRMAN. Doris.

DORIS. I nominate Howard Jones for president.

CHAIRMAN. Howard Jones has been nominated. [*A pause.*] Are there any further nominations?

ALICE. Mr. Chairman.

CHAIRMAN. Alice.

ALICE. I move that the nominations be closed.

ROBERT. I second the motion.

CHAIRMAN. The motion has been made and seconded that the nominations be closed. Those in favor of closing nominations say "Aye." [*He pauses for vote.*] Those opposed say "No." [*Another pause.*] The ayes have it; the motion is carried. Albert, will you please act as teller. [*Albert goes to the board.*] All those in favor of Charles Skinner for president raise the right hand. [*The teller counts and places on the board beside Charles's name the number of votes.*] All those in favor of Irene Duncan for president raise the right hand. [*The teller counts the votes.*] All those in favor of Howard Jones for president raise the right hand. [*The teller counts the votes.*] The results of the election are as follows: total number of votes cast, 36; Charles Skinner, 9; Irene Duncan, 21; Howard Jones, 6. Irene, having received the majority, has been elected president.

Irene Duncan takes the chair; the chairman retires.

PRESIDENT. Nominations for secretary are in order.

After the election of a secretary the club authorizes the president to appoint a program committee and the members discuss the kinds of programs they would like to give.

PRESIDENT. Is there any further business? If not, a motion to adjourn is in order.

MICHAEL. Madam President.

PRESIDENT. Michael.

MICHAEL. I move that we adjourn.

NANCY. I second the motion.

PRESIDENT. It has been moved and seconded that we adjourn. All those in favor of adjourning say "Aye." [*Pupils vote.*] Those opposed say "No." [*Pupils vote.*] The ayes have it; the motion to adjourn has been carried. The meeting stands adjourned.

### Constitution and By-Laws

A constitution is a body of permanent rules accepted by an organization for its government. By-laws, which

are added to the end of the constitution, are less important regulations of the club.

Here are the constitution and by-laws which were submitted to Miss Scott's class by the Committee on Constitution and By-Laws and were adopted by the club.

## **Constitution of the S. P. C. A.**

### **ARTICLE I. NAME**

The name of this organization shall be the S. P. C. A. — The Society for the Prevention of Cruelty to Audiences.

### **ARTICLE II. PURPOSES**

The purposes of this club shall be to familiarize members with parliamentary procedure, to give training in speaking, and to supply information on a variety of interesting subjects.

### **ARTICLE III. MEMBERSHIP**

The students in Miss Scott's English 94 class shall be considered members of the club.

### **ARTICLE IV. OFFICERS**

The officers of the organization shall be a president and a secretary. They shall be elected by a majority vote, shall serve during the entire school term, and shall perform the regular duties of these offices.

### **ARTICLE V. STANDING COMMITTEE**

The president shall select three members to serve during the term as a Program Committee. The duties of this committee shall be, under the direction of the instructor, to divide the members into groups on the basis of similar interests and to plan with these groups a weekly program on science, history, literature, or current events.

### **ARTICLE VI. MEETINGS**

Meetings shall be held every Friday during the fourth period in Room 403.

## ARTICLE VII. AMENDMENTS

This constitution may be amended by a two-thirds vote, provided the amendment is submitted in writing to the secretary at the preceding meeting.

## ARTICLE VIII. AUTHORITY

Miss Scott is authorized to veto any action of the club which seems to her unwise. If an officer proves inefficient, she may call for a new election or appoint a substitute. She may at any time take charge of the club.

**By-Laws**

## ARTICLE I. QUORUM

The quorum, or number of members required for the transaction of business, shall be fifteen.

## ARTICLE II. AUTHORITY ON PARLIAMENTARY PRACTICE

Robert's *Rules of Order* shall be the work on parliamentary practice accepted as authority.

## ARTICLE III. ORDER OF BUSINESS

The order of business for all meetings of this club shall be: roll call; reading and adoption of minutes; reports of committees; unfinished business; new business, including new assignment; program or speaker; discussion or report of critic; adjournment.

## ARTICLE IV. AMENDMENT

These by-laws may be amended by a majority vote, provided the amendment is submitted in writing to the secretary at the previous meeting.

**Discussing a Motion**

Undoubtedly there will be occasions when your class club will want to give a play, hold a party, buy some books, or adopt some other course of action. Before voting on a motion the members discuss it.

Your contribution to such a discussion should be clear, pointed, logical, and vigorous. "Let's buy only worth-while books!" or a similar exclamation placed at the beginning or end of your discussion will command attention and is more emphatic and colorful than the statement, "I think it would be wise to buy only worth-while books."

Stick to one or a few points and explain fully. Describe the advantages that will follow the course of action you advise. Give specific facts. Use examples and illustrations.

The pupils in Miss Scott's English class club are debating whether or not they should give *Treasure Island* as a puppet show. Let's listen to Nancy Lake's contribution to the discussion:

Madam Chairman, although getting up a puppet show means a great deal of study and hard work, I am in favor of the motion.

Although we have all seen puppet shows, our class has never prepared marionettes and a stage for them. Therefore finding out how to make the puppets and operate them will be good fun and an education in puppetry.

Everybody will have a job in preparing the puppet show. Our dramatists will write the play based on *Treasure Island*, our managers will find and study the best books on marionettes, a group of ingenious pupils who like to make things will prepare the puppets and string them up, our tailors and dressmakers will provide the costumes, our artists will paint the faces of the puppets, our carpenters will make the stage, and our actors will manipulate the puppets and read the parts.

My guess is that the expenses will not exceed ten dollars. To secure the money we shall have to sell at least a hundred tickets at ten cents each.

To enjoy and remember *Treasure Island* let's make a puppet show out of the book.

### *Activity 1*

One of the following motions or another motion has been made in your class club. Prepare to contribute definitely, pointedly, and forcefully to the discussion. Make clear whether you are supporting or opposing the motion.

1. That to raise money for books for the class library the club give a play after school and charge admission.

2. That the club omit one of its regular programs and invite a guest speaker — the principal, a teacher, or an outstanding citizen — to address the club.

3. That the club go in a body to see the motion picture of a book the pupils have studied during the year.

4. That the club invite the parents of all the members, the principal, and the vice-principal to its next meeting.

### **Programs**

The chief business of the class organized as a club is to present weekly programs. Each member of the class should list on a slip of paper his special interests, and the Program Committee should then divide the class into groups of eight or ten on the basis of these special interests. For example, the Radio Fans will be a group composed of pupils interested in radio programs, radio broadcasting, radio performers, the history of the radio, and the construction of radios.

Early in the term each group should meet, select a chairman, plan a program in which each member will take part, and submit the program to the instructor for his suggestions or approval. At each meeting, after the preliminary business has been transacted, the president of the club, the chairman of the Program Committee, or the chairman of the group will present the program



scheduled for the day, make necessary explanations, introduce each speaker, and at the close of the program lead the discussion.

### *Activity 2*

Divide your English class into congenial groups and make a schedule of programs to cover the remaining meetings of the term. The following are suggestions for programs:

1. Radio. A group may discuss their favorite programs. Each speaker may discuss one program and answer such questions as: Why did you like the program? What good fun did it include? What did you learn from it? Was there too much advertising? If the advertising was made interesting, how was this accomplished? With a dummy microphone another group may broadcast a program of school, city, community, state, United States, or world news or a program about recent scientific discoveries and inventions. A third group may discuss or debate such a question as: Is there too much advertising over the radio? or Should the United States adopt the British system of broadcasting?

2. Vocations. Each pupil in the group will select a vocation — for instance, agriculture, dentistry, plumbing, law, journalism, horticulture. After gathering material from people and books he will prepare a report based on this outline:

1. Work of an electrical engineer (or other worker)
2. Opportunities in the field
3. Remuneration
4. Preparation desirable
5. Qualities of a successful electrical engineer
6. Advantages and disadvantages of the vocation

3. Handwork. Each member of the group will bring to class some article he has made and show the class how he made it.

4. Magazines. Each member may select a magazine in which he is interested, bring it to class, and introduce the class to it by discussing it under these headings:

1. Purpose
2. Class of readers appealed to
3. Price
4. Illustrations
5. Advertisements
6. Articles and stories
7. Reasons for its success

Instead, each pupil may retell an unusual story or reproduce an article in his favorite magazine.

5. A World Cruise. Each pupil in the group may select a country and present a vivid travel talk on its most interesting features. If the whole class chooses this topic for a term project, each group will take one country, and each member will give a talk on something in the country worth seeing — for example, a city, art, mountains, lakes, costumes, customs, palaces, historic landmarks.

6. Books. Each member will discuss a book he has read recently, and retell an entertaining incident — not the whole book. Or half the speakers may read their incidents.

7. Holidays. A group will prepare a program of poetry, speeches, songs, games, and dramatizations suitable for celebrating a holiday — Halloween, Armistice Day, Thanksgiving Day, Christmas, Washington's Birthday, Arbor Day, Memorial Day.

8. Leisure Time Interests. Each pupil will discuss

one enjoyable and profitable way of spending leisure — astronomy; camping; experiments in science; games; handicraft; gardening; aquarium; pets; photography; dramatics and marionettes; microscopy; carpentry; sewing; cooking; making model ships or airplanes; painting; music; collecting stamps, coins, books, butterflies and moths, shells, rocks and minerals, or leaf prints.

Several other suggestions for programs are: moving pictures; what we have learned in social studies this year; the night sky; the story of writing and printing; the story of the English language; what our school needs; our bird friends; wild animals; electricity; aviation; famous explorers; our national parks; the world of insects; favorite authors.

## UNIT 13

### NEWSPAPER AND MAGAZINE

Many people today accept magazines and newspapers just as they do fountain pens, overshoes, or chocolate layer cake — they use or enjoy them, but think very little about them. Just to be original, let's consider their importance and the differences among them.

#### Choosing a Newspaper to Read

A worth-while newspaper brings its readers clear, vivid, truthful stories of happenings all over the world. More space is devoted to matters of real importance, such as scientific discoveries, political happenings, and economic developments, than to murder trials, scandals, and divorces. The news stories of a good paper are concise, clear, and, above all, accurate. Products of the imagination often provide interesting and exciting reading matter, but a good reporter does not use them as a substitute for hard facts. In most large cities are published entertaining but trustworthy newspapers for intelligent people, and also sensational tabloid and other newspapers for uneducated or lazy readers who prefer pictures to sentences, scandals to history in the making, and brief articles written in words of one syllable to news stories for grown-ups. What kind of newspaper do you read?

#### *Activity 1*

Bring two newspapers to class and be ready to compare them by answering these questions:

1. How much foreign news is there in each paper?
2. How much space does each devote to local, state, and national news?
3. Which gives more space to divorces, murders, and scandals?
4. Which sports page is better? Why?
5. Which paper provides more entertaining and worth-while news about scientific discoveries? Business? Books? Art? Music? The theater? The screen? The radio? Education?
6. Which paper has the more interesting and informing pictures? Are the pictures sensational?
7. Which has the better cartoons? Comic strips? Humor column? Puzzles?

### Choosing Magazines

Boys and girls, as well as grown-ups, like to read good magazines, for on their pages they find pictures, attractive advertisements, helpful articles, and the latest stories of such authors as Booth Tarkington, Elsie Singmaster, and Cornelia Meigs. On page 13 of this book is a list of periodicals boys and girls enjoy. Can you add other magazines to this list?

### *Activity 2*

Prepare to speak on your favorite magazine. Bring it to class and refer to it to illustrate your points. Give its name and tell where it is published, whether it is a weekly or a monthly, and what it costs. Using three or more of the following topics, discuss the magazine:

1. Purpose
2. Class of readers appealed to
3. Types of articles and stories
4. Some authors who contribute to the magazine
5. Number and quality of illustrations
6. Attractiveness of its advertisements
7. Your reasons for thinking your classmates would or would not enjoy the magazine

## SCHOOL NEWSPAPER

A school newspaper keeps its readers — the pupils, teachers, and alumni of the school — informed on interesting, exciting, or unusual happenings in or around the building. Like its big brother, the city newspaper, the school paper always contains news stories and editorials.

### Arrangement of a News Story

Suspense, an excellent quality in a short story or play, has no place in a news story. The headlines give the most important facts; the first paragraph, called the "lead," tells the whole story briefly; and the remaining paragraphs give details, often in time order. By this arrangement the busy reader, who has time only to scan the headlines and read some of the leads, is enabled to gain in a short time a fair idea of what is happening in the world around him.

### Lead

I keep six honest serving men  
 (They taught me all I know);  
 Their names are What, and Why, and When,  
 And How, and Where, and Who. — KIPLING

In the lead, which is the brief introductory paragraph containing the gist of the news story, you will usually find the answers to most of Kipling's six questions, "Who?" "What?" "Where?" "When?" "How?" and "Why?"

*Example of lead from junior high school newspaper:*

By capturing ( <i>how</i> ) a live mouse ( <i>what</i> ) in his desk ( <i>where</i> ), Roger Scott ( <i>who</i> ) created quite a sensation ( <i>what</i> ) in home room 309 ( <i>where</i> ) one morning about a week ago ( <i>when</i> ).
--

*Activity 3*

Which of the six questions does each of the following leads answer? Use the preceding example as a model for your answer.

**1**

Under the direction of Miss Lillian Amberman the Dramatic Society entertained the Girl Reserves during the club period on Thursday, April 14, in Room 34.

**2**

After losing their first two league games, the basketball team of Northwest Junior High, led by Captain Jimmy Riley, won a close game from Rosedale last Thursday on the Rosedale court. The final score was 16 to 14.

**3**

Hearing of the marionette plays which the students of Jefferson present annually, Miss Jane Lester and two associates from the Rockford Theater visited Jefferson last Friday, February 8.

**4**

The annual Girl Reserve Christmas vesper service was held in the Y. W. C. A. on Sunday afternoon, December 20, at 3 o'clock. Lucy White of Fairmount Junior High School was chairman of the program.

**5**

Social studies by radio, Addison's latest innovation in teaching methods, was launched May 25, 27, and 29, when Miss Eleanor Lacey, social studies teacher, taught a lesson on "The Causes of the Revolution" from a broadcasting station in Room 123. Classes in Rooms 208 and 209 tuned in.



### Activity 4

Clip and bring to class five leads from your school or local newspaper. How well does each lead summarize its news story? Which of the six questions does each answer?

### Activity 5

Imagine yourself a reporter for the school newspaper and write the leads for two news stories of school happenings. Give briefly and clearly all the essential facts. When you have finished, analyze your leads to find how many and which of the six questions each answers.

### Paragraphs

The newspaper paragraph, which averages between sixty and seventy-five words, is substantially shorter than the magazine paragraph. Each paragraph tells one small part of the story. The first sentence of the paragraph, like the first paragraph of the whole news story, is most important.

### Words

Newspaper English should be concise, clear, and vivid. After you have completed your story, see if you can cross out at least one useless word in every sentence. Use simple, pointed English; don't dress up your story in the literary frills and ruffles of clumsy, roundabout expressions like "trip the light fantastic" (dance), "squad of pigskin chasers" (football team), or "fistic encounter" (fight). By using exact, picturesque, forceful words help your readers to visualize your story. Go through your work and strike out words like *fine*, *nice*,

*wonderful, and lovely. Substitute frisky black and white fox terrier for dog, and grimy, tired laborer for man.*

### Accuracy

Realizing that truth is stranger than fiction, newspaper readers demand facts — cold, hard facts. A good student reporter, like his colleague on a big city daily, gets all the news, gets it immediately, and gets it straight. He does no guessing about such details as a man's initials or the spelling of a name. Lest he forget, the reporter takes the important details down in his notebook. When he writes his news story, he does not exaggerate or misrepresent. By shunning quotation marks unless he has the exact language of the speaker, he avoids putting words into another person's mouth.

### Editorializing

The quotation "A place for everything and everything in its place" applies to a newspaper. On the editorial pages the editors have an opportunity to express freely their opinions. In a news story, however, a reporter should content himself with telling clearly and fairly just what happened. The use of *I* and *we* and the expression of the writer's opinion, which is called "editorializing," have no place in a news story.

### Activity 6

Rewrite the following news story without editorializing — that is, without expressing an opinion about the performance or urging the pupils to buy tickets.

#### Operetta to Be Presented May 7

In Hazen Hall at 8 P.M. on May 7 the Glee Club of our school will present that charming operetta, "Paul Revere."

Our dashing young actor, Wilson Bell, will play the title role. Practice is being held daily in the music classes and after school, and we feel confident that the performance will be one of the best the school has ever given. Tickets are priced at only 35 cents. Buy yours now, for you'll be sorry if you miss this evening of music, color, and fun.

### Activity 7

1. What is the lead in each of the following news stories? Which of the six questions does it answer?
2. Did each reporter secure adequate information before writing? Prove.
3. Does *I* or *we* occur in any of the stories? Has the reporter expressed his opinion?
4. What vivid, specific words are used in the stories? What direct quotations are introduced?
5. How does number 3 differ from numbers 1 and 2?

#### 1

## Lion, Bears, and Dog Appear in Assembly

**Dr. William Harwood, Noted Animal  
Trainer, Presents Unusual  
Specimens**

Dr. William Harwood, trainer of wild animals and world traveler, who has trapped rare species of wild animals in Africa, India and the Arctic, gave a talk at the Roosevelt assembly on September 25.

"The lions and wild animals you see in zoos are those who have had their dispositions altered by confinement to very small cages," he said. "My animals have never been confined to cages and are friendly to all men."

Dr. Harwood started his fancy for animals when he was fourteen and had been given a pet bear. He took his pet and ran away to

join a circus, where for many years he trained wild animals. He made his first trip to South Africa thirty-six years ago.

At the end of the program Dr. Harwood showed four of his animals that he had brought with him. Jan, a yellow-eyed Nubian lion, was brought from South Africa a year ago. Juniper, the small bear, was brought from an island in the Bering Sea and is a rare living species. Ross, the black bear, was caught in Pennsylvania and Jerry, the dog, was given Dr. Harwood by a native Kafir chieftain three years ago. — *Roosevelt Record*, Roosevelt Intermediate School, Wichita, Kansas

## 2

## Boys Build Marionettes

### Puppet Show Is Being Constructed to Entertain Students

Raymond Hemple, Wilbert Eberhart, and Billy Villock, 7A3's, are constructing puppets for the puppet show, "Magic Kite," which they will present in Miss Anna Lillig's home room, 124, in the near future.

The boys spent many of their free periods last semester in Mr. Thomas Taylor's woodshop, making the puppets, which are about a foot high. This semester the boys are concentrating on the stage.

The "Magic Kite" will first be given in their 7A3 home room and then if it "goes over," as Billy puts it, Miss Grace McAdoo may arrange for the students to present it in the auditorium.

"We believe that the project will be a success, although it is something of an experiment," said Raymond Hemple. — *Addison Voice*, Addison Junior High School, Cleveland, Ohio

## 3

## Kish Has Heart Attack

He sat in a chair, his head almost splitting, the book dancing dizzily before his eyes. The teacher rose to a height of 20 feet. A something unexplainable gripped his heart. Cards were being handed out but he kept on looking at his book, seeing not a word, vainly trying to keep his countenance from betraying the strong emotion he felt.

Someone put an envelope on his desk. Down went the book, up came the envelope. The blankety blank was empty.

The clock ticked off the minutes. At last a white card was put on his desk. For a second a prayer moved his lips; then slowly he raised his card. Then a yell that sounded over the whole room was heard. Steve Kish, 8A-Aud.B., had attained the Honor Roll for the sixth time and in due time would be the proud possessor of an Honor Roll pin.—*Audubon Call*, Audubon Junior High School, Cleveland, Ohio

### Activity 8

Write for your school paper a news story based on some school happening. How many of the questions "Who?" "What?" "When?" "Where?" "How?" "Why?" does your lead answer? The following topics may help you decide what to report:

1. An assembly. 2. An operetta. 3. Honor rolls. 4. A visitor or guest speaker. 5. An experiment. 6. A club. 7. A home-room program. 8. An exhibit in the laboratory or science class. 9. Orchestra news. 10. A game or other contest. 11. A play. 12. Examinations. 13. New teachers. 14. Lunchroom news. 15. A party or picnic. 16. A game

or swimming meet. 17. Domestic science news. 18. A class project. 19. An unusual or amusing happening during a recitation. 20. A meeting of the Parent-Teacher Association. 21. An experience of an outstanding student. 22. A moving picture or radio program presented in school. 23. Books added to the library. 24. Typewriting awards.

### Editorial

Through the editorial column the editors of a school paper have an opportunity to express the aims and policies of the paper and to comment on happenings in the school. A news story is strictly a record of facts without personal comment; an editorial, on the other hand, expresses the writer's opinion.

Base your editorial ordinarily on a recent happening in school. Don't bore your readers with a long lament on the lack of school spirit or co-operation. Express a definite opinion on a specific topic and give facts to prove your point.

The writer of each of the following editorials from junior high school newspapers has convincingly expressed his ideas upon a problem of school interest.

### Hobbies

The small boy, galloping noisily about the house on a stick and "daddy" wielding his clubs on the golf links — both ride hobbies. The dictionary tells us that hobby means "nag"; hence the expression "riding one's hobby." If "Satan finds mischief for idle hands," then the boy or girl who fills his leisure hours with a hobby is truly safe.

A mere stone may be, to some, extremely commonplace, but when added to a collection with others of its kind, it becomes priceless to the owner.

Chasing a hobby is not only pleasurable, but also profitable. One may read through numerous learned volumes and

not gain as much genuine knowledge as a hobby offers. Yet a hobby is always entertaining, furnishing mental as well as physical recreation.

Suggestions for hobbies are endless, but collections of stamps, moths, stones, and butterflies are favorites. With many reading is a hobby; with others some form of vigorous exercise. It matters little what one chooses, if only it is one's very own.

What better opportunity for taking up a hobby than the long winter evenings ahead! — *Fairmount Junior*, Fairmount Junior High School, Cleveland, Ohio

### **An Annual Responsibility**

Foremost among the traditions of Junior Four are the ninth-grade elections. This year as well as in former years the month of November will be one of intense campaigning.

Thus far the ninth grades of Junior Four have chosen excellent commanders. Three boys, a girl, and then two boys have, in turn, been the leaders of their respective classes since Junior Four opened five years ago. No one of them was unworthy of the trust voted him by his classmates.

Beyond a doubt the members of the present senior class will again make a wise selection, proving themselves worthy to carry on the traditions which are their heritage. — *Junior Four Review*, Junior High School Number Four, Trenton, New Jersey

### **Activity 9**

Through a vigorous and convincing editorial express a definite opinion on one of the following:

1. Courtesy.
2. Leisure.
3. Vandalism.
4. Gum-chewing.
5. Choosing a high school or vocation.
6. Slang.
7. Thrift.
8. Dishonesty in school.
9. A new rule or regulation.
10. Manners in the cafeteria.
11. Spring fever and studies.
12. Clean-up week.
13. A new school club, organization, or team.
14. Manners in the classroom and corridor.
15. Borrowing.
16. Overcoming handicaps.



17. Health. 18. Election of school officers. 19. Celebrating Halloween. 20. The New Year. 21. Supporting the school teams. 22. Making the most of our opportunities. 23. The start of a new school term. 24. Thanksgiving Day. 25. Good sportsmanship.

## THE SCHOOL MAGAZINE

A school magazine commonly contains short stories, poems, essays, humor, travel or other experiences, editorials, and art work, and may include school news.

### Stories

One's experiences provide excellent material for stories. When a person, starting with an experience, imagines what probably will happen, might happen, or might have happened, he has a story. Very often an incident in a book, an unusual news item, or a remark heard on the street, on a train, or over the radio will suggest a story. Through his study of pioneer life a pupil got the idea for the following story:

### Saving the Day

"Three miles to go, and we'll be in Oregon," shouted Dan Wilcox, scout for a long caravan of covered wagons heading west for Oregon.

"That's music to my ears, Dan," replied Bill, riding to his side, "for it's taken many months for us to reach our destination."

The two rode in silence for a few minutes until they reached the banks of a river.

"Say, Bill," Dan directed, "tell the fellows back there to halt. We'll have to ford the river here."

"All right, Dan," answered his friend, wheeling his horse about, "I will." And he cantered to the rear.

But while arrangements to ford were being made, a muddy scout galloped up and reined in when he saw Dan.

"There's Injuns back about two miles," he panted, "and they're after us. We sighted 'em off in the hills."

Dan's lips tightened. "Ride back with me and hurry the men with their preparations," was all Dan said.

Soon they were ready and began to cross the ford. After they thought they had all the wagons across, Dan looked towards the river and saw the ammunition wagon beyond the middle of the stream.

Suddenly someone shouted in a panic, "Here they come!" Sure enough, there were the Indians on the other side of the river. With hardly a glance at the milling horses and wagons behind him, Dan directed, "Bill, get the caravan going; I'll save our lives yet."

Then he reached into his saddlebag and pulled out an Indian bow and arrow he had picked up on his journey and part of a flintlock of an old musket. He pulled the trigger and out came the spark, igniting the arrow. Aiming at the ammunition wagon, he drew the bowstring taut. "Twang!" His aim was straight and true. The flaming arrow fell on the wagon, touching off the gunpowder. There was a terrific explosion. Burning pieces of wood and cloth were blown into the midst of the Indians, scattering them and setting fire to the dry grass along the bank. A barrier of fire now stood between the terrified warriors and the caravan.

Dan had saved the day! On to Oregon! — DAVID DAUBE, *Tildenite*, William T. Tilden Junior High School, Philadelphia, Pennsylvania

### Experiences

We are all interested in the experiences of others. We like to read of others' visits and trips when these are well told.

#### A Visit to the East Boston Airport

Recently I visited the East Boston airport during the celebration of the Boston Tercentenary. An elaborate

program was arranged for the occasion. The first stunt was to see which airplane could land nearest the mark. Next were some daring stunts, such as loop-the-loop and tail spins.

A very amusing stunt was the balloon contest. About six airplane pilots were given large balloons. The object was to drop the balloon while the plane was a thousand feet in the air, and then turn around and try to break it with the propeller.

The last stunt on the program was the parachute jump from three thousand feet in the air. After the plane had circled twice, the pilot slowed up his motor and then crawled out on the wing. Amid cheers from the thousands of people, he landed safely on the ground. — *Vista*, Eastern Junior High School, Lynn, Massachusetts

### Poetry

Poetry has been called "pictures set to music." As you read "Tree People" aloud, watch for the pictures and listen to the music. But humor and fantasy are also acceptable elements in poetry. In "Diversion" and "Waiting at the Window," notice how junior high school students have written gay and fanciful verse about their everyday experiences.

#### Tree People

In autumn  
A tree is a lovely princess  
Whose gown of many hues rustles  
In the wind.

In winter  
A tree is a withered old man  
Always shivering and shaking  
With terror.

In summer  
A tree is a gentle mother  
Nestling the baby birds close  
To her breast.

In springtime  
A tree is a newly wed bride  
Bearing her bouquet of blossoms  
So proudly.

— *Hamilton Federalist*, Alexander Hamilton Junior High School, Cleveland, Ohio

### Diversion

One-two-three-four-  
Practice time is here once more!  
How my little finger aches!  
Wish I didn't make mistakes.  
One-two-three-four-  
Practicing is such a bore!

One-two-three-four-  
Guess that's Frances at the door;  
Yes, she's teasing Tommy's pup.  
Wish my quarter-hour was up!  
One-two-three-four-  
Practicing is such a bore!

One-two-three-four-  
See it rain; 'tis sure to pour!  
And my kitten's out to play;  
I must call him right away.  
One-two-three-four-  
Practicing is such a bore!

— *Hamiltonian*, Alexander Hamilton Junior High School, Elizabeth, New Jersey

### Waiting at the Window

These are my two drops of rain  
Waiting on the window pane.

I am waiting here to see  
Which the winning one will be.

Both of them have different names;  
One is John and one is James.

James has just begun to ooze.  
He's the one I want to lose.

John is waiting to begin.  
He's the one I want to win.

James is going slowly on;  
Something sort of sticks to John.

John is moving off at last;  
James is going pretty fast.

John is rushing down the pane;  
James is going slow again.

James has met a sort of smear;  
John is getting very near.

Is he going fast enough?  
(James has found a piece of fluff.)

John has hurried quickly by  
(James was talking to a fly).

John is there; oh, John has won!  
Look! I told you! Here's the sun!

— *Pilot*, Edwin H. Vare Junior High School, Philadelphia, Pennsylvania

### *Activity 10*

Write a contribution for your school magazine or for an imaginary magazine if you haven't a real one. This may be a short story, an essay, an account of an experience, or a poem. It must, however, be original and should show care, thought, and imagination.

### CLASS PAPER

The class paper is a less ambitious undertaking than the school paper. A copy for every pupil may be run off on the mimeograph. Instead, the editors may paste

# THE SINGLE ISSUE

## FALL TERM

### TROPHY BY GIRLS PRESENTED CATHERINE S. LEVERICK TROPHY PRESENTED BY MRS. E. DALY

Miss MacLaughlin of N.Y. Department Represented the Girls at Assembly

The Catherine S. Leverick athletic trophy was won the third time by Richmond Hill girls. Forty other High Schools were represented in the competition. It is the hope of Adele Brunjes leader of the second team last year, Ruth Ford present leader of the girls health department, to keep this trophy as long as there are girls sports in our school. The forty-four girls were introduced by Miss Helene MacLaughlin chairman of the girls health education department.

Substituting for Catherine Leverick in presenting the trophy, Mrs. Daly congratulated the girls on their good work and expressed the desire that they will keep up their good work. Unfortunately Richmond Hill did not participate, because girls' sports have been temporarily discontinued. A speech of acceptance was made by Mr. Dann. The Assembly mostly girls, was addressed by Mrs. Christine Dobbinis, Director of Athletics for the County of Queens. She told of forty high schools competing for the award and said, "I can't commend you enough for winning the award." She expressed that in her opinion most of the enthusiasm of the girls for sports, could be traced to Miss MacLaughlin, chairman of the physical training department. For which she congratulated Miss MacLaughlin on her splendid work.

Letters of congratulation read in the assembly were sent by Miss Josephine Bledsoe, retired assistant Director of Health Education, and A. F. Aldinger, Director of Health Education for the City of New York, who were not able to

attend personally. They present and former members who were on the platform during the presentation were: Miss Christine Randall, Mrs. Ida Goodman, Mrs. Marguerite Hutchinson, Miss Jane Condon, Mrs. Carolyn Dean, Miss Marguerite Conroy, Miss Helene Koch, Miss Vivian Levy, Miss Emma Steinmetz, and Miss Helene MacLaughlin.

It is a twenty-eight inch bronze statue of a winged bare footed goddess holding forth a laurel wreath in one hand. This statue is mounted on a wooden ball which may revolve, stop a black marble pedestal and a heavy ebony base on which a tablet bears this inscription:

Presented by the Board of Directors of the Girls Branch Public Schools Athletic League To be awarded annually To The High School in the City of New York Type 3'

Having the Largest Presence of Girls Participating in Athletics

This trophy is used to stimulate interests in girls' activities and may not remain in any one school more than a year if that school does not retain first place. Two hundred and fifty P.S.A.L. medals were last year sent toward the winner of the trophy. Girls receiving three chorons a year for different activities were awarded a P.S.A.L. medal. To win a P.S.A.L. medal the girls have to participate in: Swimming, basketball, basketball, tennis, indoor club, and the riding club.

The girls were very proud to have won this trophy and are going to endeavor to retain it. This lovely trophy will be on display in Miss MacLaughlin's office as long as it is in the school's possession.

### WORLD'S FAIR 1939

For the next four years or so our minds will be occupied with the thought of the coming World's Fair. This affair is to be held at the Flushing Meadows.

These meadows will take at least one year to be filled in. After this task is completed, the huge job of erecting the buildings will commence. This Fair will help to bring prosperity around the corner as it will aid every industry. This option will cost a great deal of money but it should produce a tremendous gain after it is over. Commissioner Frank C. Walker stated that the buildings for this Fair can be erected upon the existing New York State building and the City Building.

Mayor LaGuardia recently stated that the buildings would remain after the Fair. If this is true, the buildings will have to have better structural work than those of the present World's Fair. This World's Fair is something for all of us New Yorkers to look forward to.

### ROBERTS ADDRESSED ARISTA ASSEMBLY

Associate superintendent John S. Roberts in charge of high schools throughout the city delivered the Arista Address at the installation of forty members at our school on November 10th, 1938.

Following this welcome party was given in the teachers' cafeteria and the school Gymnasium.

Part of the entertainment was an amateur version of an amateur broadcast, with imitations and impersonations by Regina Shalley, Irma Zorcel, Jeanne Barabara, Marie Milano, James Strach, Rita Colapiano, and Raymond Milderer.

Other entertainment included piano selections by Florence Dehroff in the French and Frances Barbieri.

### MR. DANN INaugurates ANTI NOISE CAMPAIGN AT R.H.H.S.

Recently our principal, Mr. Dann, joined hands as he says with Mayor LaGuardia in regard to the Anti-Noise campaign. Mr. Dann's Anti Noise campaign states that unnecessary noise in the corridors or stairways at any time, such as whistling or shouting is a direct violation of the school code, is a very serious project. The whistling is usually not at all like that of a gun and is generally very displeasing to the ear. There is also a certain species of animals (students) whose whole lives are based on whistling. It is found that Joe Finner, Mr. Crosby and the Shadow are excellent victims for these animals. Fellow students suffer too by the way. In our wonderful school there are some of us students who are quiet, studious and pure or less hostile towards loud noises. We must treat these students like human beings, therefore this campaign is of a great benefit to them. These reasons are only minor however and regard the students' relationship to each other.

The main reason is the holding up of the high standards of our school in the eyes of outsiders. Put yourself in a visitors place. You have just entered the building expecting to find a nice orderly school, but instead you find a mad and noisy disturbance previously mentioned, compelling to your ear and planting in your mind a bad impression of the school you have just entered.

Of course Mr. Dann doesn't want his school to be like a morose old during the school day. It is perfectly all right to talk in conversational tones. Mayor LaGuardia is of course having the New York City Police depart

ment enforce his new law just as Mr. Dann is having his faculty enforce his Anti Noise campaign. The only difference is that there are more officers per square foot on the grounds of Richmond Hill High School than there are policemen per square foot in New York City proper.

At that rate we students are worse than the desperadoes rowling about the city streets.

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the articles in a scrapbook and have each pupil read his contributions to the class. A third procedure is to paste the typewritten or pen-written articles on cardboard or heavy paper, read them to the class, and then post the class paper on the bulletin board or display it in the library.

One plan is to typewrite the contributions on strips of paper about three inches wide. Using as a model the class paper reproduced on page 226, fold in half a large sheet of white cardboard or heavy paper. This furnishes you with four large pages on which to paste the typewritten strips like columns in a newspaper. As a final step print in appropriate headlines for every article. A headline (1) tells the story briefly and picturesquely, (2) regularly includes a vigorous verb, and (3) must be so worded as to fit the space.

### Organization

The class should first elect or the teacher choose (1) an editor-in-chief to write editorials and have general charge of the paper, (2) a managing editor to write headlines and arrange the material in the paper, (3) a news editor to make assignments, set a date for all material to be in, help in the gathering of news, and select material for publication, (4) a copy editor to read the material submitted and revise or rewrite it if necessary, (5) a business manager to arrange for paper, paste, and typing or mimeographing, and (6) an art editor to print the headlines and draw cartoons. Every other member of the class is a reporter.

The next step is to decide what departments you will include in your paper. Here are some suggestions: School News, Home-Room News, Sports, Editorials,



Student Opinion, Humor, Alumni, Club Corner, Who's Who, Our Faculty Sketch Book, Book Reviews, Motion Pictures, Poetry, Stories, Essays, Radio News, Experiences, Fashions, Inquiring Reporter, Etiquette Problems, Interviews. Every pupil should contribute to at least one department.

### *Activity 11*

Publish a class paper. Elect your staff and decide what departments you will include. On publication day the editor-in-chief may act as chairman and call on each student to read his contribution to the class.

## UNIT 14

### THE LIBRARY

How well do you know your library? Do you wander aimlessly about and search for material by the hit-or-miss method? Or are you well enough acquainted with



library aids and reference works to use them with ease in preparing your class work and in finding interesting reading for your leisure hours? Go to your school or public library and investigate its resources.

#### The Dewey System

To help you to locate a book quickly and easily, Mr. Melvil Dewey invented a system whereby he was able to put all information in ten pigeonholes. Each book in a library is numbered according to the subject pigeon-hole in which it belongs.

000-099 General information — for example, encyclopedias

100-199 Philosophy, psychology, conduct

200-299	Religion: Bible, mythology
300-399	Education, fairy tales, legends, government
400-499	Language: dictionaries, grammars
500-599	Science and nature: mathematics, biology, animals, insects, birds
600-699	Useful arts: inventions, hygiene, gardening, cooking, industries, sewing, how to make and do, aeronautics
700-799	Fine arts: drawing, painting, music, games, and sports
800-899	Literature: poetry, plays, essays
900-999	History, collected biography, travel, geography

Each of these ten big pigeonholes is divided into ten smaller pigeonholes. Five of the subdivisions under Useful Arts are: 610 medicine, 620 engineering, 630 agriculture, 640 cooking, 650 business. And each of these smaller pigeonholes is again subdivided: insects 595, birds 598, inventions 608, aeronautics 629.1. Then all books in each class are arranged alphabetically according to author. Thus *Jungle Days* by William Beebe is numbered  $\overset{590}{B}$  (590 for the class and B for the author's name); *Thrills of a Naturalist's Quest* by Raymond L. Ditmars is numbered  $\overset{590}{D}$ ; and *On the Edge of the Wilderness* by Walter Prichard Eaton is numbered  $\overset{590}{E}$ . The class number plus the author letter is known as the "call number." The call number is printed on the back of the book. An R printed above a call number indicates that the book belongs to the reference collection and cannot be taken from the library.

Find the 100 group on the shelves and then walk around the library. The numbers follow in order from

100 right up to 999. With the call number you can go to the shelf where the book is and look for a book with that number on its back. If the call number is  $\overset{533.6}{C69}$ , find first the five hundreds; then 33 under 500; then 6 under 533; then C under 533.6; and finally 69 under 533.6 C. Don't overlook a decimal point. 534 is a larger number than 533.6.

### Activity 1

Arrange in order for a small library the ten books with the following call numbers:

914.2	379.42	789	788.9	788.41	788.43
D	B	R	D1	C	B
788.9	788.4	440	787		
D4	R	S	T		

Reference books, fiction, and individual biography are not classified like other books. Reference books, such as the *World Almanac*, are placed together on a convenient shelf. Fiction, which is another name for books of stories, is arranged alphabetically by the authors' last names. Thus, because Louisa Alcott's name begins with A, all her books are together on the first shelf of books of fiction. Books by the same author are arranged alphabetically by title; Louisa Alcott's *Little Women*, for instance, precedes her *Rose in Bloom*. A book of individual biography is about one person. On the biography shelves the books are arranged alphabetically according to the last names of the persons written about. All biographies of Robert E. Lee therefore precede those of Abraham Lincoln. In many libraries the class number for individual biography is B or 921.

### Activity 2

Give the number of the class to which each of the following books belongs:

- |   |  |
|---|--|
| 1. <i>Short Plays from Dickens</i>              | 9. Bible   |
| 2. <i>Minds and Manners of<br/>Wild Animals</i> | 10. <i>English in Action</i>                           |
| 3. <i>Myths of Greece and Rome</i>              | 11. <i>Book of Airplanes</i>                           |
| 4. <i>Voyages of Captain Scott</i>              | 12. <i>Animal Heroes</i>                               |
| 5. <i>Our Holidays in Poetry</i>                | 13. <i>How Music Grew</i>                              |
| 6. <i>Basketry Book</i>                         | 14. <i>England's Story</i>                             |
| 7. <i>Watched by Wild Animals</i>               | 15. <i>Dramatized Scenes from<br/>American History</i> |
| 8. <i>Snow and Ice Sports</i>                   |  |

### The Card Catalog

The purpose of the card catalog is to help you find the book you want. The index of a book is a list of the topics in the book with page references. If you know how to use the index, you can find in a book what you are looking for. Likewise, if you have learned to use the card catalog in a library, you can without asking the librarian find the book you wish.

When you look for a book in the library, you may have —

1. The name of the author but not the name of the book
2. The name of the book but not the name of the author
3. Only a subject that you want to look up

Three kinds of cards in the catalog give first (1) the author's last name, (2) the first word of the title of the book, omitting *a*, *an*, or *the*, (3) the subject. All cards are filed in one alphabet. Each drawer bears a label showing how much of the alphabet is included in that

drawer. Here are some labels copied from the drawers of a card catalog:

SIO-SOM  
SON-STEE  
STEF-SUB  
SUC-TEA

Cards for the following authors, subjects, and titles will be found in these drawers: *Strife*, Booth Tarkington, sports, *Tales of a Wayside Inn*, Sioux Indians, *Tale of Two Cities*, South Pole, Robert Louis Stevenson.

Let us search for a book about winter sports by W. D. White. Looking first under the author's name, we find —

*Author Card*

796	White, William Dustin
W	Book of winter sports; with illustrations from photographs by the author. 307p. illus. Boston. Houghton, c1925.

In the upper left corner is the call number, 796 for the class (winter sports) and W for the author's name. The second line gives the name of the book, *Book of Winter Sports*. Following the title is *307p. illus.*, which means that the book is 307 pages long and is illustrated. *Boston* is the place where the book was published; *Houghton* stands for Houghton Mifflin Company, the publisher; and *c1925* is the date of copyright.

If, however, you know the title and not the author's name, look in the catalog under the first word of the title, omitting *a*, *an*, or *the*.

*Title Card*

796	Book of winter sports
W	White, William Dustin
	Book of winter sports; with illustrations from photographs by the author.
	307p. illus. Boston. Houghton, c1925.

To find a book on the subject of winter sports, look in the catalog under *Winter sports*. There you will find —

*Subject Card Referring to Whole Book*

796	WINTER SPORTS (usually in red)
W	White, William Dustin
	Book of winter sports; with illustrations from photographs by the author.
	307p. illus. Boston. Houghton, c1925.

Here are three other types of cards which will help you to find exactly what you want to know about winter sports:

*Subject Card Referring to Part of Book*

796	SKIING (usually in red)
W	See p. 55-73 in
	White, William Dustin
	Book of winter sports; with illustrations from photographs by the author.
	307p. illus. Boston. Houghton, c1925.

*Reference Card ("See" reference)*

RECREATIONS, GAMES	see
-----------------------	-----

This means that under the topic *games* you will find information about recreation.



*Reference Card ("See also" reference)*

SPORTS,	see also
AQUATIC SPORTS	
ATHLETICS	
AMUSEMENTS	
GAMES	
PHYSICAL EDUCATION	
TRACK ATHLETICS	
WINTER SPORTS	

Such a card would be valuable if your class were studying sports. You could look for subject cards under each one of these heads and quickly locate complete and varied material on each subject.

*Activity 3*

Here are some labels from a card catalog:

C-CIV	DI-FAB	FOS-GRIM	HUG-KN
CL-DE	FAC-FOR	GRIN-HUF	KO-MIF

In which drawers would you find cards for the following titles, authors, or subjects? Answer by naming the letters on the drawer.

- |                                     |                                 |
|-------------------------------------|---------------------------------|
| 1. Camping                          | 11. Magic                       |
| 2. <i>Kidnapped</i>                 | 12. <i>If You Want to Fly</i>   |
| 3. James Fenimore Cooper            | 13. Frontiersmen                |
| 4. Richard Harding Davis            | 14. <i>The Call of the Wild</i> |
| 5. <i>The Life of a Tiger</i>       | 15. Washington Irving           |
| 6. Horses                           | 16. <i>Jeremy at Crale</i>      |
| 7. Charles Augustus Lindbergh       | 17. <i>Little Women</i>         |
| 8. <i>The Conquest of the Poles</i> | 18. <i>Famous Ghost Stories</i> |
| 9. <i>The Girl in White Armor</i>   | 19. Mexico                      |
| 10. Eugene Field                    | 20. <i>Everyday Mysteries</i>   |

### Activity 4

Answer the following questions by using the card catalog:

1. In your library what books are there by Hamlin Garland, Stewart Edward White, Ernest Thompson Seton, James M. Barrie, and Richard Henry Dana?

2. In your library what books are there about swimming, pioneers, Indians, Alaska, bears? Give the full title, the author's name, and the page numbers if only part of a book is referred to.

3. Find the most recent book on polar expeditions your library has. Give the full title, the author's name, and the copyright date.

4. How many of the following books are in your library? Who is the author of each? What are their call numbers?

- |  |                                      |
|--|--------------------------------------|
| 1. <i>She Stoops to Conquer</i>            | 6. <i>A Tenderfoot with Peary</i>    |
| 2. <i>The Life of the Caterpillar</i>      | 7. <i>The Golden Treasury</i>        |
| 3. <i>Watchers in the Woods</i>            | 8. <i>Everybody's Guide to Radio</i> |
| 4. <i>Boots and Saddles</i>                | <i>Music</i>                         |
| 5. <i>Short Plays about Famous Authors</i> | 9. <i>David Goes Voyaging</i>        |
|  | 10. <i>The Indian How Book</i>       |

### The Book

Now that you know your way around the library, can you use its books intelligently? A knowledge of the general arrangement of books will help you to find quickly and easily the information they contain. Most nonfiction books have the following parts:

1. The **title page** at the front of the book gives the full title, the author's name, the place of publication, the publisher's name, and the date of printing.

2. The **copyright notice**, which is on the back of the title page, gives the date when the book was first published in the United States. It tells you how recent the

information in the book is. Do not confuse it with the date of printing on the title page. Many books written and copyrighted ten years ago have been reprinted this year.

3. The **preface** is the author's foreword to his readers. He may tell what the purpose of the book is, for what kind of readers it is intended, and what ground it covers.

4. The **table of contents** shows what topics are discussed in the book. It includes the title of each chapter or section and the page on which it begins.

5. The **list of illustrations**, which follows the table of contents, gives the page on which each illustration may be found.

6. The **appendix** follows the last chapter and contains matter which is not really necessary for the completeness of the book but which the reader may find useful.

7. In the **index** at the back of a book all the topics discussed in the book are arranged alphabetically with page references. Subheads of a topic are entered alphabetically under the main head. To find your topic you may have to look under several headings. If, for instance, you wish to see how compound sentences are punctuated, look under *compound sentences*, *comma*, *semicolon*, and *punctuation* till you find the answer to your question. Since the index is a complete alphabetical list of the contents of the book, it helps the reader and saves his time when he wants to look up a point.

### Activity 5

1. Who is the author of your science textbook? Social studies? Latin, French, German, Spanish, or another textbook?

2. What is the copyright date of your science textbook? Social studies?
3. Turn to the table of contents of this English book. What units are included in Part I?
4. What material is in the appendix of this book?
5. On what page is the difference between the direct object of a verb and the predicate nominative explained?
6. On what page is there a discussion of the letter of application? (Use the index.)
7. On what page is the rule for punctuating an adverb clause at the beginning of a sentence?
8. On what page are the principal parts of *lie* given? (This information is given twice in the book. Can you find both pages?)
9. On what page is the explanation of how an unmarried woman should sign a business letter?
10. On what page is the difference between *teach* and *learn* explained?
11. On what pages are there directions for preparing an outline?
12. On what page can you find the correct way of making and acknowledging an introduction?

### Biography

In Webster's *New International Dictionary* the last thumb index is labeled *Biog.* Here you can find a person's full name, the pronunciation, the date of his birth and death, his nationality, and what he did. For example —

Riis (rēs), Jacob August. Danish-American  
journalist and philanthropist . . . . . 1849–1914

All large dictionaries give these facts.

For fuller information about Jacob Riis you may turn to an encyclopedia, Lippincott's *Pronouncing Biographical Dictionary*, *The Century Cyclopedia of Names*, or *New Champlin Cyclopedia for Young Folks: Persons*.

Lippincott's *Pronouncing Biographical Dictionary* includes men and women of all periods, many still living. In *The Century Cyclopedia of Names* are names in geography, biography, mythology, history, fiction, and so forth. *New Champlin Cyclopedia for Young Folks: Persons* includes many recent figures in public life, literature, art, and science.

Three important books give brief facts about living persons only. For living Englishmen you may consult *Who's Who*; for Americans, *Who's Who in America*; and for short biographies and portraits of writers, *Living Authors*. The abbreviations used in *Who's Who in America* are explained in the front part of the book immediately following the table of contents.

### Activity 6

In the books mentioned under biography find answers to these questions:

1. What are two songs composed by Schubert?
2. What are two pictures painted by Sir Joshua Reynolds?
3. Whom did George Washington marry?
4. Name four books written by Samuel L. Clemens.
5. What offices did Franklin D. Roosevelt hold before becoming President of the United States?
6. Of what college was Robert E. Lee president?
7. Give a short biography of Herbert Hoover.
8. When and where was Will Rogers born?
9. Give a short account of the life of Booth Tarkington.
10. Name a play written by James M. Barrie.

### World Almanac

For all sorts of miscellaneous information about government, industry, commerce, world events, and sports

consult the *World Almanac*, which is published annually. To find what you want, turn to the index at the front of the book following the advertisements, and look under a number of different headings if necessary. For example, to find the cost of a money order, look under *money order*, *mail*, *post office*, *postal information*, and the like until you find it.

### Activity 7

Find in the *World Almanac* answers to these questions:

1. Who won the men's tennis championship of the United States last year?
2. Who was the champion batter of the American League last year?
3. Why is Arbor Day observed on March 7 in California?
4. How much does a money order for ten dollars cost?
5. Who is the Secretary of the Navy?
6. Where is Mount Holyoke College located?
7. What is the salary of the Vice-President of the United States?
8. Who is the governor of Pennsylvania?
9. How many people a year are killed by automobiles in the United States?
10. Who won last year the Pulitzer prize for the best American novel?

### The Junior Encyclopedia

Of all the reference works in your library, you will probably use the encyclopedia the most. The reason for this lies in the meaning of the word — a comprehensive survey of all knowledge. Within its volumes is crammed information about persons, places, and things from the beginning of time to our own day. Of

course you have used encyclopedias. As a preparation, however, for the use of the encyclopedias for grown-ups, let us glance again at Compton's *Pictured Encyclopedia*, *Britannica Junior*, and *The World Book*, which were written for young people. Here are four important helps in finding information in an encyclopedia:

1. *Guide letters.* On the back of each volume are letters or words which indicate the first and last topics treated in that volume; information about *owls* and *radio* can be found in a volume marked "Osceola to Radish."

2. *Guide words.* As in the unabridged dictionaries, the two words at the top of each page indicate the first and last topics treated on that page.

3. *Cross references.* Cross references are directions for looking up information in other parts of the encyclopedia. There are two main types: (1) The "See" reference, **Gorilla**. (*See Ape.*), refers the reader to a longer article on the general subject of apes, in which the gorilla is further treated. (2) The "See also" reference, **Gulf Stream**. (*See also Ocean; Winds.*), refers the reader to articles on allied subjects. These cross references are placed directly after the heading, in the body of the article, or at the end.

4. *Index.* Suppose you have just discovered the power of amber to attract pieces of paper and you want to know more about the substance itself. If you have read the main article, followed all the cross references, and are still curious, now is the time to use the index. Some encyclopedias like Compton's have an index at the back of each volume; others place the index in the last volume or in a separate volume. Looking under the heading *amber* in the index of Compton's, you will



find subheadings which refer you to articles on bakelite as a substitute for amber, an electrical experiment with amber, the medicinal use of amber, the mineralization of amber, and its mythical origin. The first volume of *Britannica Junior*, called the Ready Reference volume, is an index but in addition gives on each topic the important facts which a pupil is likely to look for first: pronunciation, dates, main events, etc.

### Activity 8

Using *Britannica Junior*, Compton's, or *The World Book*, answer the following questions:

1. How many volumes are there in the encyclopedia you are using? In what volume or volumes is the index?
2. List the guide letters for the first six volumes. Give the guide letters of the volumes in which can be found information about the *duckbill*, *gypsies* (*gipsies*), *armor*, *how to make baskets*, *Girl Scouts*, *baseball*, *earthquakes*, *castles*, *Egypt*, *music*, *boats*.
3. What guide words head the page on which can be found each of the subjects in number 2?
4. Find at least one map, one diagram, and one picture connected with any of the above subjects. Give the page numbers and the volume in which you found them.
5. What cross references did you find under *music*? Under *boats*? Name the articles and the volumes to which the references directed you. In what part of the articles were the cross references given?
6. Using the index to your encyclopedia, locate three of the subjects given in question 2. To what articles is the reader directed in each case?

### The Poetry Anthology

A poetry anthology is a collection of the verse of a number of poets. The table of contents at the front

of the book groups the poems under various heads, such as "The Sea," "Children," "Whims and Fantasies," "Humorous Verse," "Rainy Day Poems."

To help you find quickly what you are looking for, most anthologies have three alphabetical indexes at the back: title, author, and first line.

### Granger's *Index*

If, however, the anthologies at hand do not contain the poetry you are seeking, there is a quick, easy way of discovering exactly where the poem or the poet's work may be found. Use —

**Granger, Edith, ed.** *Index to poetry and recitations.* McClurg. 1918.

— *Supplement.* 1918–28. McClurg. 1929.

The *Index* alone lists over 50,000 poems published in 450 anthologies. It has three indexes: title, author, and first line. In addition it contains a Special Days Index, which lists alphabetically poems suitable for various holidays, seasons, months of the year, etc. The key to symbols shows what letters stand for the name of each anthology — for example —

HBV....Home Book of Verse, The.

(Fifth Edition, Revised 1923.)

Burton Egbert Stevenson . . . . Henry Holt & Co.

TSW....This Singing World.

Louis Untermeyer . . . . .Harcourt, Brace & Co.

### Activity 9

Using both Granger's *Index* and its *Supplement*, answer the following:

1. Name four poems by John Masfield.
2. Who wrote "America, the Beautiful"?

3. Give the author and the title of the poem which begins, "God of our fathers, known of old."
4. List five poems suitable for Flag Day.
5. Who is the author of "Bill's Tenor and My Bass"?
6. In what books can you find the poem "Strictly Germ-Proof"? Who is its author?
7. Give the author and the title of the poem which begins, "'Is there anybody there?' said the traveller."
8. Who is the author of the poem which begins, "There's a barrel-organ carolling across a golden street"? Name two other poems by the same author. Where can you find copies of them?
9. What are four poems suitable for a Thanksgiving program?
10. Give the author and the title of the poem which begins, "Bowed by the weight of centuries he leans."
11. What are four of Eugene Field's poems?
12. Who wrote "When the Frost Is on the Punkin"?
13. Locate two other poems by the author of "Animal Crackers."
14. Where can you find a copy of "Boots"? Who is the author?

*PART II*

THE SENTENCE AND THE WORD

YOUR HANDBOOK

When you are in doubt about the correctness of your English, find the answer to your question in this handbook.



## SECTION 1

### SUBJECT, PREDICATE, AND THE PARTS OF SPEECH

Which of these groups of words express complete thoughts?

1. On our right *was* the shore.
2. We four boys *bought* a sailboat.
3. The Americans then *fought* their way through the Argonne Forest.
4. The shore with its beaches and cliffs and hills a bare, burnt yellow.
5. Not long after our purchase of the sailboat.
6. The Americans in a battle in the Argonne Forest.

Numbers 1, 2, and 3 are sentences, because they express complete thoughts. In each, the italicized word makes a statement about a person, place, or thing. In 4, 5, and 6 we do not know what the thoughts of the writer are. These word-groups do not express complete thoughts, do not make statements, do not say anything, are sentence fragments.

#### *Practice 1*

Five of the following are sentences and five are sentence fragments. Which are the sentences? In each sentence point out the word which makes a statement about a person, place, or thing.

1. A terrific whirlpool at the entrance to the straits.
2. We got into a terrific whirlpool.
3. Booth Tarkington wrote *Penrod*.

4. Booth Tarkington, the author of *Penrod*, at his summer home in Maine.

5. Cuba's marvelous 700-mile highway from Pinar del Rio near the west end of the island to Santiago in the east.

6. Cubans like good roads.

7. Birds have many friends.

8. A great deal of interest in bird clubs throughout the country.

9. With a sickle in one hand and a bunch of grain in the other.

10. In the early days farmers cut grain with the sickle.

Every sentence has two parts, a subject and a predicate.

Subject and predicate are two cornerstones of grammar. Can you always find the subject and the predicate verb of a simple sentence?

Before prescribing, a doctor makes a diagnosis to find out what is wrong with the patient. Likewise your teacher will give a diagnostic test to find which pupils have mastered subject and verb, and will then prescribe a study of these topics for the rest of the class.

### *Test 2A (Diagnostic) — Subject and Verb*

Copy each sentence and draw a line under every subject word and two lines under every predicate verb:

1. Why was our team defeated in the last game?
2. There are a number of excellent reasons for the defeat.
3. For the first few nights I did not sleep well.
4. What suggestion did you make to the guide?
5. The unusual humor of the story has attracted widespread attention.
6. What oil do you use in your Buick?
7. I returned frequently to the flower beside the railroad track and watched its growth.



8. Early in the morning my father and I were up and on our way.

9. Under the light of a pale moon the young aviator was crawling on hands and knees through the wheat field.

### Simple Predicate

In each sentence look at the word which makes the statement about a person, place, or thing, asks a question, or gives a command:

1. No one *smokes* in the Ford industries.

*Smokes* makes a statement about *no one*.

2. Suddenly an enormous bird *sprang* up in front of him.

*Sprang* tells what the *bird* did.

3. How many boys here *study* electricity?

*Study* asks about *boys*.

**Words which make statements about persons, places, or things, give commands, or ask questions are simple predicates or predicate verbs of sentences.**

### Practice 2

In each sentence find the simple predicate:

1. From the trees the trail swung west again.

2. And what is your occupation?

3. Housing conditions differ greatly in various parts of America.

4. The punkie's bite, surprisingly severe for so small an insect, seems out of all proportion to its size.

5. In our outer office hangs a portrait of Theodore Roosevelt.

6. From the car windows one catches only glimpses of this unusual wealth.

7. Come quickly to the window.
8. Another sign of spring, in those days, was the arrival of the hurdy-gurdies.
9. Tryouts for the ninth-grade algebra contest began early in the week.
10. There is always room at the top.

### *Auxiliaries*

What are the simple predicates in these sentences?

1. On his present salary of four thousand a year he is getting along fairly well.
2. Did your father see the Christmas play?
3. How long has your sister been studying stenography?

*Is getting, did see, and has been studying* are the simple predicates. The verbs *get, see, and study* have auxiliaries which help them to make the statements or ask the questions. Sometimes, as in 2 and 3, there are words between the parts of the verbs.

The auxiliaries are: *is (be, am, are, was, were, been), have, had, do, did, may, can, might, could, must, shall, will, should, and would.*

### *Practice 3*

Find the simple predicates in the following sentences:

1. Thousands of books are written every year.
2. Our New England states were vastly altered by the coming of these glaciers.
3. What do you think of the value of the motion picture in school?
4. All morning crowds have been passing to and fro in Cathedral Square.
5. The wild ducks are streaming south toward their winter home.

6. In politics there should be no loyalty except to the public good.

7. At times, too, a problem in shop mathematics can be solved by simple arithmetic.

8. Yet mystery stories do not always appeal to our emotions.

9. Every junior high school will compete in an all-city gym meet.

10. The second alumni banquet will be held here in the cafeteria next Tuesday evening.

11. Do you know the answer to the fourth question?

12. The girls in our school have been pitching horseshoes every day after school.

### Simple Subject

In each sentence what word names the person, place, or thing spoken of?

1. Material for the good small garden lies so near us.

*Material* answers the question "Who or what *lies*?" and is the subject of the sentence.

2. Then came the first hints of trouble.

*Hints*, the subject, answers the question "Who or what *came*?"

3. Does your English help or hurt you?

*English*, the subject, answers the question "Who or what *does help or hurt*?"

One can easily find the subject of a question by changing the question to a statement, "Your English does help or hurt you," before asking, "Who or what *does help or hurt*?"

The simple subject names the person, place, or thing spoken of.

Frequently in commands and requests the subject is not expressed.

1. Ring the bell.
2. Study your algebra lesson thoroughly.

*You* understood is the subject of both sentences.

### *Practice 4*

Copy these sentences. In each sentence draw one line under the simple subject and two lines under the simple predicate.

1. Slowly they steamed into the river.
2. The following day we were upon our homeward journey.
3. Almost never is he on time for anything.
4. The question of immigration we have always with us.
5. Thoughts of California, with landscapes yellow with poppies, came to me.
6. On the wall of the guest room hangs a sampler.
7. We had had a contest for the best composition on the boyhood of Theodore Roosevelt.
8. In spite of her brave resolves she hung her head.
9. There are many reasons for our rapid advance in aviation. [*There* is an introductory adverb, not the subject.]
10. Have you ever seen the spires of Oxford?
11. The second and last performance of the operetta will be tonight.
12. There is the odor of spring in the air.
13. Two of the raisin-and-sugar cakes were placed before him.
14. Along the river lay footprints of tigers.
15. There are now five hundred women dentists in Japan.

### Complete Subject

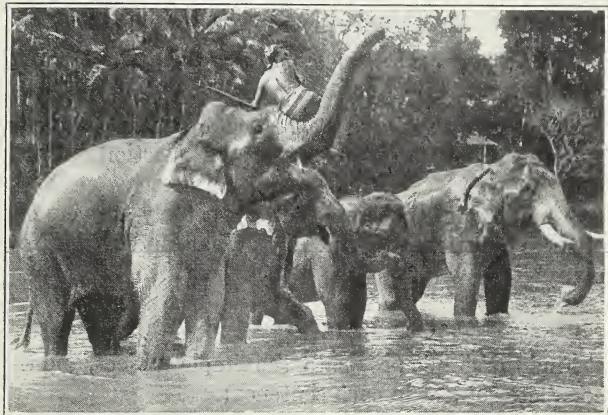
Compare 1 and 2, also 3 and 4.

1. Shawl
2. My grandmother's bright-colored shawl

3. Home

4. My pleasant boyhood home in Cedar Rapids

*Shawl* means any shawl in the world; *home*, any home. The words *my grandmother's bright-colored* are called modifiers, because they change the meaning from any shawl to a particular one. Likewise *my, pleasant*,



*Publishers' Photo Service*

#### ELEPHANTS TAKING THEIR BATH

*boyhood*, and *in Cedar Rapids* change the meaning of *home* by telling which home is thought of.

A modifier changes the meaning of the word to which it is attached.

The simple subject with its modifiers is called the complete subject.

The complete subject in each sentence below is italicized. What is the simple subject? What are the modifiers of the simple subject?

1. Beyond them were *glimpses of white peaks*.

The modifier of *white peaks* changes the meaning of the noun *glimpses*. It answers the question "What kind of *glimpses*?"

2. *Seventy-five thousand people* were seated in the stadium.

The simple subject is *people*. The modifier *seventy-five thousand* answers the question "How many *people*?"

3. *That large red book on the top shelf* belongs to Mr. Harwood.

The simple subject is *book*. The modifiers *that, large, red, and on the top shelf* answer the question "Which *book*?"

A modifier of the simple subject usually answers one of these questions: "Which?" "What kind of?" "How many?"

### Practice 5

Find the simple predicate, the simple subject, and the complete subject in each sentence:

1. During the summer the roads are in good condition.
2. On the south coast of England there is a great stretch of stony ground.
3. In 1607 Jamestown in Virginia was founded.
4. What kind of people are they?
5. The open place in the forest was not far distant.
6. In good weather the carpentry class is out of doors.
7. Above the noise of the wreck came a thin, shrill scream.
8. There are whales of many kinds in many seas.
9. Very shortly every frog in the pond had joined in the refrain of the leader.
10. Within six months the village postman was bringing stacks of foreign letters to Phil's mailbox.

11. A great, round, white-gold moon gave a gentle beauty even to the telephone poles on our little side street.

12. Six thousand feet up in the mountains, at the edge of a wee brooklet, grew a most curious plant.

### Complete Predicate

The complete predicate includes the verb or simple predicate, its modifiers, and words used to complete its meaning. Commonly every word in the sentence belongs to either the complete subject or the complete predicate.

1. The weaving of cloth from wool | was one of the earliest industries in this country.

The vertical line separates the complete subject from the complete predicate. The simple subject is under-scored; the simple predicate has two lines under it. *Was* is the predicate verb because it makes the statement. *Weaving* is the simple subject, because it answers the question "Who or what *was*?"

2. Around the walls were ranged numerous cooking utensils.

Numerous cooking utensils | were ranged around the walls.

When in a sentence like number 2 the complete predicate or part of it is before the subject, the order is inverted. The natural order of this sentence is, "Numerous cooking utensils were ranged around the walls." In the natural order the complete subject comes first.

When *there* is used to introduce an inverted sentence, it is called an "expletive" or "introductory adverb."

3. *There* were other thrilling adventures in store for us. Other thrilling adventures | were in store for us.



The inverted order is commonly used in questions.

4. When did the caravan come in sight of the village?  
The caravan | did come in sight of the village when?

**When the complete predicate or part of it is before the subject, the order is inverted.**

### *Practice 6*

In each sentence find the simple predicate, the simple subject, and the complete predicate:

*Example:*

In the hazy blue of the Milky Way twinkle millions of tiny stars.

Millions of tiny stars | twinkle in the hazy blue of the Milky Way.

1. In original thought the beaver is equaled by few animals.

2. Around the South Pole is a large continent.

3. Hettie lives in one of the biggest old houses in the town.

4. Around the plumbing shop were benches with vises, tin shears, blow torches, and other useful tools.

5. For a minute I looked at him suspiciously.

6. Somewhere on that shore is Plymouth Rock.

7. Out of the brightly lighted printing machine slowly came the fresh blueprint.

8. Opposite the main doorway of the house is a bronze fountain.

9. Way back on the farm the little brook starts its journey to the sea.

10. Don't miss this delightful trip to a romantic land.

11. The evening started very pleasantly with a blueberry picnic on the hill.

12. Then came the white man to the shores of America.

13. On a log near the river bank a whole turtle clan was dozing in the warm sunshine.

14. The old Navaho sand painter knelt on the floor of his adobe house.
15. How many girls were at the pool on Saturday?

### Simple Sentence Having Compound Subject or Predicate

How many subjects and predicates has each sentence?

1. A pressing American problem is the congested highway. [One subject and one predicate.]
2. *You* and *Janet* must settle this question for yourselves. [Compound subject.]
3. The lake dwellers *put* piles in the lake and *made* villages. [Two verbs — therefore compound predicate.]

**A simple sentence has one subject and one predicate, either or both of which may be compound.**

### *Practice 7*

In these sentences either the subject or the predicate is compound, or both are compound. On your paper draw a line between the complete subject and the complete predicate. Draw a line under every subject word and two lines under every predicate verb.

*Example:*

My pal and I | crept in through the open window and found the other boys asleep in their beds.

1. Round and round they turned and pranced and whirled.
2. England and Denmark are pre-eminently the leaders in outdoor plays for student audiences.
3. It is so huge and flows so wild and fast.
4. The cuckoo ate up the slice of bread, drank water from the brown jug, and flew into a snug hole.
5. Julius Caesar took a day from the month of February and added it to his namesake, July.

6. The wind and the waves suddenly set up a great noise and drowned their voices.

7. Why did you linger in the garden and forget your duty?

8. Louise gathered her small belongings, bade her mother farewell, and arrived in Boston, at fifteen years of age, with eight dollars.

9. Dreams and their interpretations play a very large part in early literature.

10. The telephone, the automobile, and the radio have completely done away with the old isolation of life on the farm.

11. He sits by the stove and tells the trader tales of his miraculous escapes.

12. Malone and Broaca allowed only two singles each in the first six innings and held the Athletics scoreless.

13. The largest of them swam slowly forward and wrapped his big jaws around the bait.

14. All the fine ladies and gentlemen of Virginia came and bowed low before the royal governor and his wife.

15. Walt returned to the mound and faced the next batter with new determination.

How much have you learned by studying subject and predicate again? What was your score on the diagnostic test? How much higher will your score on the mastery test be?

### *Test 2B (Mastery) — Subject and Verb*

Copy each sentence and draw a line under every subject word and two lines under every predicate verb:

1. What do you know about Switzerland?

2. There is a pleasure in the pathless woods.

3. By the work one knows the workman.

4. Which path shall I follow up the mountain?

5. That evening Mrs. Pierson wrapped each ball in tissue paper.

6. The water of an old sawmill slips over the wheel and splashes upon the rocks below.

7. In the music room stood an exact reproduction of Nellie Custis's spinet.

8. Then Elizabeth and Barbara slipped out for their surprises.

9. Have you ever heard of the Olympic Games and the Marathon Race?

## RECOGNITION OF THE PARTS OF SPEECH

Although there are three hundred thousand words in our language, all belong in eight groups or classes called the "parts of speech." Carpenters, plasterers, painters, doctors, and engineers are men grouped according to the kind of work they do. Likewise nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections are words grouped according to their use — that is, according to the work they do in sentences.

Do you need to review the parts of speech? The diagnostic test is here to help you answer this question.

### *Test 3A (Diagnostic) — Parts of Speech*

Copy the following sentences, omitting a line after each line you write. Then, using these abbreviations:

*n.* — noun

*v.* — verb

*pro.* — pronoun

*prep.* — preposition

*adj.* — adjective

*conj.* — conjunction

*adv.* — adverb

*int.* — interjection

tell what part of speech each word is. Write the abbreviation above the word. There are fifty words.

1. This strange question Tarkington answers in a most unusual way.

2. Whether this was intentional or unintentional I do not know.

3. Anybody who runs fast on smooth ice is very foolish.
4. The book is extremely clever but is not very valuable.
5. If the boy kept it purposely, he was very dishonest.

## Noun

**A noun is a name.** Nouns name:

Persons — *policeman, Grover Cleveland, Calvin Coolidge*

Animals — *cat, squirrel, donkey*

Places — *home, Atlanta, New Orleans*

Things — *desk, pen, rain*

Collections or groups of persons or things — *school, class, team, council, navy, flock*

Qualities, conditions, actions, and ideas — *honesty, danger, championship, length, humor, belief*

## Practice 8

Add two names to each group of nouns given.

## Practice 9

In each sentence make a list of the nouns. The number in parentheses shows how many nouns there are in the sentence.

1. Half a billion dollars in timber go up in flame each year. (4)

2. San Francisco's hills, thronged harbor, Latin quarter, Chinatown, cosmopolitan hotels, and flower-filled streets will fascinate you. (7)

3. For one long hour there was the tramp of an armed host up the length of Manhattan Island from the City Hall to Central Park. (7)

4. St. Louis claims to be the largest market in the United States for bags, carpets, chemicals, doors, drugs, hats, hides, harness, lumber, millinery, saddlery, sash, trunks, wool, and openhearth steel castings. (18)

5. Santa Fe is a bit of old Spain dropped in the southwest corner of our big country. (5)

6. Far below the bottoms of the steamships, below the water and the muddy bed of the Hudson River, people are riding in autos and trains through steel and concrete tubes. (9)

7. North Carolina has many beautiful waterfalls, outstanding features of landscape, unique types of forest growth, places of historic interest, and other natural features that should be permanently preserved for the benefit and enjoyment of the people. (12)

8. The dark spot on the horizon soon became a low sled drawn by a team of the best huskies Pete had ever seen in that region. (7)

9. Wood, clay, bits of glass, a few shoe buttons, and some string were quickly made into a doll for the child. (8)

10. An agency in Philadelphia now delivers dinners for dogs daily to the homes of their masters. (6)

## Pronoun

**A pronoun is a word used in place of a noun.**

Examine these sentences:

1. When *he* got to *his* room that night, *what* did *he* see?
2. *He* wants to know *everyone*, and of course *I* have to introduce *him* to all the celebrities about.
3. Did *you* tell *that* to *your* father?

The italicized words are not names; they are pronouns, words used in place of nouns.

## Practice 10

List the pronouns in the following sentences. The number in parentheses shows how many pronouns there are in the sentence.

1. What did you do after you left us? (4)
2. It takes me fifteen seconds to shed my clothes and dive into bed. (3)

3. What are you going to do about it? (3)
4. This is a question he is asking everyone. (3)
5. Let's go and get him. (2)
6. You asked me last night if we had a wheelbarrow, and this morning I found ours over in the woods near the shore. (5)
7. You know what I mean, don't you? (4)
8. No one was at home, but the boys found without difficulty the wrench for which their father had sent them. (4)

### Verb

Words which make statements about persons, places, or things, ask questions, or give commands are verbs. Three forms of the verb to be studied later (the infinitive, the participle, and the gerund) do not make statements, ask questions, or give commands.

Notice the verbs in these sentences:

1. What *do* you *know* about the habits of squirrels?

The main verb *know* has a helper *do*.

2. All along the Yukon *may be seen* fishing camps and woodchoppers' camps.

The main verb *seen* has two helpers.

The helping verb is an auxiliary. The main verb with its helper or helpers is a verb phrase.

### Practice 11

Make a list of the verbs in Practices 9 and 10 of this unit.

### Recognizing and Using Adjectives

An adjective is a word that modifies a noun or a pronoun.



*Sports* refers to sports of all kinds. *Outdoor sports* lessens the group; indoor sports are excluded. *Outdoor* is an adjective, because it modifies (changes the meaning of) the noun *sports*. An adjective usually answers one of these questions: "What kind of?" "Which?" "How many?"



*Ewing Galloway*

"WHAT SHALL I SAY NEXT?"

A high school girl at home is writing a composition.

### *Practice 12*

Find the adjectives and tell what each modifies. The figure in parentheses shows how many there are in the sentence. The articles *a*, *an*, and *the* are adjectives.

1. This particular map was in the city engineer's office. (4)
2. Glaciers carried every conceivable size of stones, from minute grains of sand to enormous boulders. (4)

3. In comes Maria, a fat, jolly, round-faced Indian woman, with a little boy clinging to her hand-woven black skirt. (9)

4. A vigorous, educated, ambitious type of settler gave a distinctive character to Cleveland's early existence. (7)

5. Through shady roads of New England the huge bus swung past green-and-white houses and rocky hillside farms. (6)

6. Daniel Webster had a massive head, a broad, deep brow, and great coal-black eyes. (7)

7. For the next ten minutes strains of familiar Southern melodies floated through the evening air. (7)

8. They were short, stout, red-faced men with bushy whiskers and gruff voices and wore big blue shawls. (7)

9. The weak but persistent cries of twenty fluffy yellow chicks mingled with the loud, triumphant clucks of the proud hen. (11)

### *Practice 13*

1. In a sentence for each, describe a boy, a girl, an automobile, a house, and a book. Use two or more good adjectives in each sentence. Underscore the adjectives.

2. In two or more sentences describe the picture on page 263 of the girl writing a composition. Underscore the adjectives.

3. In two or more sentences describe the picture of elephants in Ceylon (page 253). Underscore the adjectives.

### **Pronouns and Adjectives**

The way a word is used always determines the part of speech. Some words are used as both adjectives and pronouns.

1. *This* morning was cold.

*This* is an adjective, because it modifies *morning*.

2. *This* was a cold morning.

*This* is used in place of a noun and is a pronoun.

1. *Many* boys entered the essay contest. [Adjective.]
2. *Many* entered the essay contest. [Pronoun.]

### Practice 14

Tell the part of speech of each italicized word:

1. *Neither* team had lost a game.
2. *Neither* had lost a game.
3. *Both* went to the circus.
4. *Both* boys went to the circus.
5. I prefer *these* flowers.
6. I prefer *these*.
7. *That* is an unusual book.
8. *That* book is unusual.

### Recognizing and Using Adverbs

Study the italicized adverbs:

1. *Instantly* the *highly* excitable man stopped.

*Instantly* changes the verb *stopped* by telling when. *Highly* tells how excitable he was, and modifies the adjective *excitable*.

2. The clerks worked *very hard*.

*Hard* tells how the clerks worked. *Very* tells how hard they worked. *Hard* modifies the verb *worked*; *very* modifies the adverb *hard*.

**An adverb is a word that modifies a verb, an adjective, or an adverb.** Adverbs not only answer the questions "When?" "Where?" "How?" and "How much?" but also help to ask questions:

*Where* did you see him?

*When* were you in Baltimore?

*How* long did you stay?

*Practice 15*

Find the adverbs and tell what each modifies:

1. Then you will go back immediately to your diet of green vegetables.
2. Preparations went forward very rapidly for the conquest of the South Pole by air.
3. Then they jumped up quickly and started back home.
4. Up drove automobiles, out piled two score laughing, talkative guests.
5. Now the tide is flowing gently seaward.
6. Yesterday we sailed eastward over a smooth sea and at sunset had almost reached Algiers.

*Practice 16*

Have ready a suitable adverb to fill each blank. Avoid *very*.

1. Here huge piles of cheeses were —— arranged on big green trays.
2. The wheels of the car went —— near the gray squirrel.
3. *Florence Nightingale, the Angel of the Crimea* by Laura E. Richards is —— interesting.
4. An —— dressed man was walking —— down the deserted street.
5. In a moment a —— groomed butler knocked —— at my door and entered with a —— arranged breakfast tray.

**Recognizing and Using Prepositions**

What are the italicized words?

The nest is *in a safe place*.

Because *in a safe place* tells where the nest is, it is an adverb modifier. *Place* is a noun; *in* is a joining word; *a* and *safe* modify *place*. *In a safe place* is a prepositional phrase; *in*, the preposition; and *place*, the object of the preposition.

A preposition is a word that shows the relation of the noun or pronoun following it to some other word.

The noun or pronoun after the preposition is the object of the preposition.

A prepositional phrase is made up of a preposition, its object, and sometimes modifiers.

The following are frequently used prepositions:

about	at	beyond	into	through
above	before	by	near	to
across	behind	during	of	toward
against	below	for	off	under
among	beside	from	on	upon
around	between	in	over	with

### Practice 17

*Example:*

1. He sprang up with guilty haste and went toward the house.

2. A great continental empire like the United States has little anxiety over food supply or clothing.

PREPOSITIONAL PHRASE	MODIFIES	PREPOSITION	OBJECT OF PREPOSITION
<i>with guilty haste</i>	<i>sprang</i>	<i>with</i>	<i>haste</i>
<i>toward the house</i>	<i>went</i>	<i>toward</i>	<i>house</i>
<i>like the United States</i>	<i>empire</i>	<i>like</i>	<i>United States</i>
<i>over food supply or clothing</i>	<i>anxiety</i>	<i>over</i>	<i>supply and clothing</i>

In the form shown, select the prepositional phrases, tell what each modifies, what the preposition is, and what the object of the preposition is:

1. The walls had oak panels from floor to ceiling.
2. I walked up the central thoroughfare into a world of banyans and palms.

3. He now lives in a picturesque old house on the island of Nantucket, within sound of the sea.

4. One of the most interesting features of the Congress was the display of Indian art and handicrafts.

5. With rarest exceptions the very rich men of today are not the sons of the very rich men of thirty years ago.



*Courtesy Canadian Pacific*

#### STORYTELLING AT HALFWAY CAMP

6. The cup was a curious one of glass with knobs of white and gold enamel.

7. Among her icy snow men, snow bears, and snow doll's house in the white garden, the small girl tracks about on her incredibly gorgeous snowshoes.

8. That old lighthouse guided the ships of the ancient world into the great harbor of Alexandria.

9. A house without books is like a room without windows.



10. At one corner of the castle a great tower of white stone stood out against the background of gray rock.

### Practice 18

About the pictures on pages 10, 268, and 275 write eight sentences with one or more prepositional phrases in each. Draw one line under prepositions and two lines under the objects of prepositions.

### Prepositions and Adverbs

What part of speech is *around* in sentence 1? In sentence 2?

1. We looked *around*. [Adverb — has no object and modifies the verb *looked*.]

2. We sailed *around* the lake. [Preposition — joins its object *lake* to the verb *sailed*.]

What part of speech is *before* in sentence 1? In sentence 2?

1. I had never seen him *before*. [Adverb — has no object and modifies the verb *had seen*.]

2. We shall reach Denver *before* lunch. [Preposition — joins its object *lunch* to the verb *shall reach*.]

### Practice 19

Is the italicized word in each sentence an adverb or a preposition? How do you know?

1. Louise is *in* the house.
2. Come *in*.
3. We walked *up* the hill.
4. Stand *up*.
5. Have you been in Washington *before*?
6. I shall finish the table *before* Christmas.
7. On my way home from school I fell *down*.
8. That evening I fell *down* the cellar stairs.



### Conjunction

What do the italicized words do in the sentences?

1. Edward plays baseball *and* tennis.

*And* connects the nouns *baseball* and *tennis*.

2. Edward played in the tennis tournament *but* lost in the finals.

*But* connects the predicates *played in the tennis tournament* and *lost in the finals*.

3. *Although* Edward lost in the finals of the tennis tournament, the match was close *and* exciting.

*Although* connects *Edward lost in the finals of the tennis tournament* with *the match was close and exciting*. *And* connects *close* and *exciting*.

In these sentences *and*, *but*, and *although* are conjunctions. **A conjunction connects words or groups of words.** Conjunctions, unlike prepositions, do not have objects.

Conjunctions in common use are: *and*, *but*, *or*, *nor*, *for*, *where*, *when*, *while*, *until*, *till*, *that*, *whether*, *as*, *if*, *as if*, *because*, *since*, *although*, *though*, *as though*, *lest*, *unless*, and *than*.

Conjunctions used in pairs are called correlatives: *both* Kitty *and* her mother; *either* fruit *or* vegetables; *neither* aged *nor* feeble; *not only* ignorant *but also* lazy.

### Practice 20

Point out the conjunctions:

1. He follows baseball and football, though he never sees a game, and thus proves that he is truly American.

2. We have learned that even the tiniest of cottages and houses can express the best in architectural art.

3. When Harry was just about to climb the fence behind the barn, he stopped and threw his cap in the air.

4. The house where he was born is not standing now, but the old farm is still there.

5. Although Edward and Harold played harder than their opponents, they were less skillful.

6. When you are in camp, do you ever wake up in the quiet, dark, outdoor world and wonder whether morning is near?

### Interjection

What are the italicized words?

1. *Oh*, what a lucky girl you are!

2. *Alas!* No help was near.

3. *Aha!* I've found you at last.

The interjections *oh*, *alas*, and *aha* are not connected grammatically with the rest of the sentence. They express strong or sudden feeling.

**An interjection is a word or form of speech that expresses strong or sudden feeling.**

### The Same Word as Different Parts of Speech

To find the part of speech of a word, always ask yourself the question "What does the word do in the sentence?"

1. *That* pen is Helen's.

*That* is an adjective modifying the noun *pen*.

2. *That* is Helen's pen.

*That* is a pronoun used in place of a noun.

3. I believe *that* the pen belongs to Helen.

*That* is a conjunction introducing *the pen belongs to Helen* and connecting this group of words with *believe*.

4. I shall not go *that* far.

*That* is an adverb modifying the adverb *far*.

5. *That* may be used as five different parts of speech.

*That* is a noun. In this way any word may be used as a noun.

1. We shall reach Denver *before* lunch.

*Before* is a preposition joining its object *lunch* to the verb *shall reach*.

2. We yelled ourselves hoarse *before* the game began.

*Before* is a conjunction introducing *the game began* and connecting this group of words with the verb *yelled*.

3. I had never seen a woodchuck *before*.

*Before* is an adverb modifying the verb *had seen*.

### Practice 21

Using the examples just given as models, show that in each sentence the italicized word is the part of speech indicated:

- |               |   |
|---------------|---|
| (Pronoun)     | <i>Many</i> could not gain admittance.                                      |
| (Adjective)   | <i>Many</i> people could not gain admittance.                               |
| (Pronoun)     | <i>This</i> is my book.   |
| (Adjective)   | <i>This</i> book is mine.   |
| (Adverb)      | Come <i>in</i> .  |
| (Preposition) | Father is <i>in</i> the house.  |
| (Preposition) | <i>After</i> the game we celebrated our victory.                            |
| (Conjunction) | <i>After</i> the game was over, we hurried to catch our train.              |
| (Adjective)   | In <i>after</i> years we shall enjoy recalling our high school experiences. |
| (Adverb)      | Jill came tumbling <i>after</i> .   |
| (Adjective)   | <i>Both</i> subjects are valuable.  |

- (Pronoun) *Both* are valuable subjects.  
 (Conjunction) *Both* science and English are valuable subjects.  
 (Pronoun) *What* are you doing?  
 (Adjective) *What* game are you playing?  
 (Interjection) *What!* Not ready for school yet!

### Practice 22

Tell the part of speech of each italicized word in the following sentences and explain what the word does in the sentence:

1. We waited patiently for a *while*.
2. *While* we were talking, Fido suddenly disappeared.
3. How did they *while* away the time?
4. *Before* I entered high school, I lived in Pittsburgh.
5. *Before* breakfast we always took a dip in the lake.
6. I had never stayed at Moosehead Lake *before*.
7. What time does your *paper* come?
8. We shall *paper* the dining room in the fall.
9. The girls looked very attractive in their *paper* costumes.
10. *Neither* of the stores is reliable.
11. *Neither* store is reliable.
12. *Neither* Jerry nor Phil is on our team.
13. After all these years his *wish* came true.
14. What did he *wish*?
15. *One* of the girls swam very well.
16. Only *one* girl swam well.

### Practice 23

Using each word as the different parts of speech named after it, write sentences. Use the examples in Practice 21 as models.

1. *all* — adjective, pronoun.
2. *up* — preposition, adverb.

3. *around* — preposition, adverb.
4. *each* — adjective, pronoun.
5. *like* — verb, noun, preposition.
6. *enough* — noun, adjective, adverb.
7. *before* — adverb, preposition, conjunction.
8. *either* — pronoun, adjective, conjunction.
9. *while* — noun, verb, conjunction.
10. *better* — verb, adjective, adverb.
11. *right* — noun, verb, adjective, adverb.
12. *near* — adverb, preposition, adjective, verb.
13. *slow* — adjective, adverb, verb.
14. *stone* — noun, verb, adjective.
15. *behind* — adverb, preposition.

### *Practice 24*

Copy the following sentences, omitting a line after each line you write. Then, using these abbreviations, tell what part of speech each word is. Write the abbreviation above the word.

*n.* — noun

*v.* — verb

*pro.* — pronoun

*prep.* — preposition

*adj.* — adjective

*conj.* — conjunction

*adv.* — adverb

*int.* — interjection

#### *Example:*

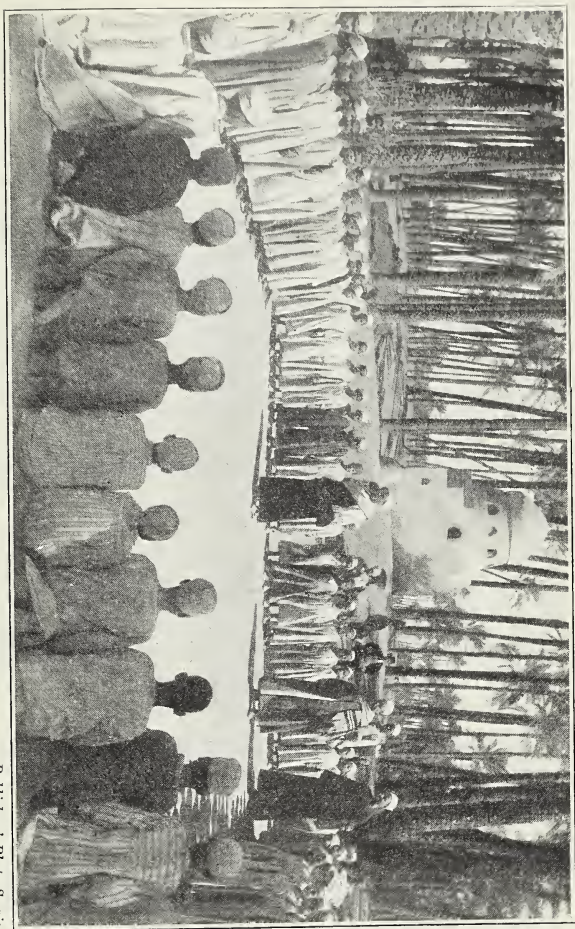
<i>pro.</i>	<i>v.</i>	<i>v.</i>	<i>prep.</i>	<i>adj.</i>	<i>n.</i>	<i>conj.</i>
He	was	educated	in	the	law	but
<i>v.</i>	<i>pro.</i>	<i>adv.</i>	<i>prep.</i>	<i>adj.</i>	<i>n.</i>	
gave	it	up	for	fur	trading.	

1. Fair-haired, bareheaded, with faces darker than their hair, they trudge along the dusty roads.

2. Once in this bowl I saw seventy thousand people sit for two hours in a wild storm of rain and sleet during the progress of a game between these two universities.

3. In and out, in and out went Jelna's needle with its long red thread.

4. They passed a neat whitewashed cottage, where an



EGYPTIAN SCHOOL IN THE HEART OF A DATE FOREST

*Publishers' Photo Service*

old couple stood, and came on a series of long, pale-brown buildings and walls.

5. In front of us, like an immense uneven wall, the Alps rose suddenly out of the plain. [The two words *out of* are a preposition.]

6. The keen rivalry between the great newspapers redounds to the benefit of the public.

7. In clear weather the passenger can see the earth from ten to fifty miles on either side of him.

8. An evening class for car owners also attracts many women who would learn something about the simple principles in the care and operation of motor cars.

9. On your map of Alaska you will find Point Hope, on the northwestern coast and well within the Arctic Circle. [The adverb *well* modifies the preposition *within*.]

10. With a magnificent effort I heaved myself out of bed, dashed through the door, and hurled myself toward the tiny fire.

The mastery test will show whether you now understand the parts of speech.

### ***Test 3B (Mastery) — Parts of Speech***

Copy the following sentences, omitting a line after each line you write. Then, using the abbreviations given in Practice 24, tell what part of speech each word is. Write the abbreviation above the word.

1. Among the most destructive creatures on earth are the insects.

2. Almost every day the sun shone through the small windows.

3. He listened but could hear nothing except a cheerful cricket.

4. He that loveth books will never want a faithful friend.

5. When danger threatens, Porky hides his head between his forelegs.



## SECTION 2

### PUNCTUATION OF SIMPLE SENTENCES

Punctuation marks often change the meaning of sentences. Thomas A. Edison once said, "I lost the German patent on the carbon telephone through the insertion of a comma which entirely changed the interpretation of the patent."

In a recent Hollywood paper appeared this description of one of the celebrities attending an opening:

"After Wallace Beery came A—— M—— on his head; a white hat on his feet; bright patent-leather shoes on his brow; a dark cloud in his hand; the unavoidable walking stick in his eye; a threatening look in gloomy silence."

Can you put the semicolons in the right places?

Which of the punctuation rules can you apply? Which do you need to study? Take this diagnostic test and find out what you know about the punctuation of simple sentences and what you need to learn now.

#### *Test 4A (Diagnostic) — Punctuation of Simple Sentences*

Punctuate the following sentences. Overpunctuation is just as bad as underpunctuation. Therefore if you either omit a needed punctuation mark or insert a mark that is not needed, the sentence is wrong. A figure in parentheses tells how many marks are needed.

1. Mrs Andrews a woman on our block called me (4)
2. Fido where are you (2)

3. Some of the trees in the lower valley are pine silver fir hemlock juniper tamarack and redwood (6 or 5)

4. On January 19 1809 Edgar Allan Poe was born in Boston Massachusetts (4)

5. The Americanization of Edward Bok one of my favorite books tells of the trials and successes of a little Dutch boy

6. Instead of stopping the man in the other car put on more gas and went speeding down the road (2)

7. Yes the lunch was a wholesome one simple and plain (3)

8. In the vicinity of Leningrad for instance the sun sets at 9:30 and rises at 2:30 during July and August (3 additional marks)

9. Often the manner of correction not the correction itself hurts (3)

10. He wore a threadbare gaudy summery suit and carried a cane with a solid gold head (4 or 3)

To learn to punctuate sentences correctly one must not only study the rules of punctuation but also practice applying them. To apply the rules one often needs to know how to separate a sentence into its parts.

**A declarative sentence states a fact. It ends with a period.**



1. In a month they were in Hollywood.

2. With a jump she sat up straight.

**An interrogative sentence asks a question. It ends with a question mark.**

1. Do you exercise in the open air every day?
2. Why doesn't the engine start?



An imperative sentence expresses a command or request. It ends with a period.

1. Don't think too much about yourself.
2. Accept, please, our best thanks for your gifts.

An exclamatory sentence expresses strong or sudden feeling. It ends with an exclamation point.

1. How tall you have grown!
2. What a change this is from the dirty, gray city!



### *Practice 1*

Tell what kind of sentence each of the following is, and place the correct punctuation mark at the end of it:

1. Did you ever see a bear scratch his back
2. Here is a puzzler for you

3. What a dull trip it would have been without him
4. Tell that young fellow to come here
5. What did you think of the play
6. What a ridiculous idea that is
7. Camps of young people assemble for the Stratford-on-Avon Shakespeare festivals every summer and receive school credit for their attendance
8. Come to my office before five o'clock
9. Why didn't you join me at the croquet game
10. Where else on earth do men love their vessels so

### *Practice 2*

Name twelve objects, persons, or pets in your home, and write a sentence about each. State facts about three, ask questions about three, tell persons to do something to three, and write exclamatory sentences about three. Watch your punctuation.

### **The Period after Abbreviations**

**The period is used after abbreviations and initials.**

N. Y. A.M. (or a.m.) C.O.D. Mr. T. M. Samson

Do not use a period after *per cent* or after a Roman numeral in a sentence.

Only seventy per cent of the class passed the test.  
France under Louis XIV had a full treasury.

### *Practice 3*

Place periods after abbreviations and at the end of declarative and imperative sentences:

1. Mr J C Blair of Washington, D C, sent the stationery C O D to D C Heath & Co
2. At 9:30 A M and at 1:30 P M Miss Wilson, Mrs Murray, and Dr Mudge met Messrs Vitt and Manning at the Y M C A

3. Other abbreviations used in good writing are: *i e* (that is), *e g* (for example), *viz* (namely), *B C* (before Christ), and *A D* (in the year of our Lord)

## Comma

### *Direct Address*

The comma is used to set off the name of the person addressed.

1. I'll take good care of her, *Bill*.
2. Sit down here, *Mother*, in this easy chair.



To set off an expression requires two commas unless the expression comes at the beginning or the end of the sentence.

1. It would be easy, *Charles indicated*, to get permission.
2. It is, *as you say*, not fair to the team.

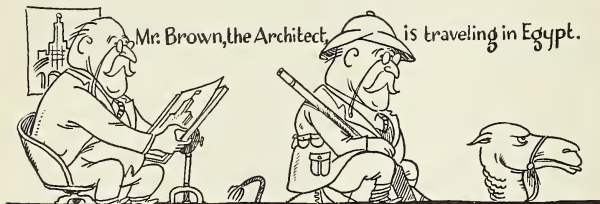
## *Practice 4*

Punctuate the following sentences:

1. Laura where are you
2. She wants to see you Oliver
3. There's a note for you sir
4. You should not my friend laugh at your work
5. Here Ralph is your algebra
6. Tom were you with us that scorching day last summer

### Appositives

As a rule, an appositive is set off by commas. An appositive is a word which is added to a noun or a pronoun to explain it and which denotes the same person or thing.



1. His father, a Yale *graduate*, was a lawyer and writer.
2. The figure of Robert E. Lee, the great *general*, has been carved on Stone Mountain.
3. Seven minutes before train time Jack Dean, the gray-mustached Pullman *conductor*, was standing on the platform.

Appositives preceded by *or* (sentence 4) and titles or degrees after a name (sentences 5 and 6) are set off. The comma is not used, however, to set off brief, commonly used, and very closely connected appositives (sentences 7, 8, 9, and 10).

4. The buffalo, or American *bison*, is the largest North American hoofed animal.
5. James E. Farley, *Ph.D.*, is now a professor of French.
6. William J. Flemming, *Esq.*, addressed us.
7. I *myself* will mail the letter.
8. The poet *Milton* became blind.
9. My brother *Jack* and my uncle *Robert* spent the year 1936 in Europe.
10. The teacher *himself* explained the difference between the noun *effect* and the verb *affect*.

*Practice 5*

Underscore the appositives in the following sentences, and show with what word each is in apposition. Punctuate the sentences correctly.

*Example:*

The death of Charles Russell the cowboy artist saddened everybody in the Northwest

The death of Charles Russell, the cowboy artist, saddened everybody in the Northwest.  
artist = Charles Russell

1. That tall man is Mr Jackson my science teacher

2. The United States has an abundance of two of the most useful minerals coal and iron

3. Johnny Burns the Browns' first baseman retired the Yanks single-handed in the fourth inning

4. The Indians gave baskets of berries to De Soto the first tourist to the Great Smokies

5. Mr Blanchard our new teacher of health education formerly taught in Schenectady the electrical city

6. Champlain a famous French explorer sailed up the St Lawrence and founded Quebec the first permanent French colony in America

7. My cousin Henry doesn't know the difference between the preposition *from* and the conjunction *than*

8. My brother Theodore leads a strenuous life

9. Charles Steinmetz the electrical wizard a physical dwarf but an intellectual giant solved many electrical problems

10. John Masefield the poet called Ellen Terry "the most charming woman on the stage of our generation"

11. A large section of Revere Beach famous summer resort was threatened for a time early today by fire

12. I myself will return to the library Jacob Riis's *Theodore Roosevelt the Citizen*

13. On our trip to Maine we spent one day in Bethlehem a summer colony in the heart of the White Mountains



14. Westminster Abbey the coronation church of England since 1066 is a national temple of fame

15. We crossed Piccadilly to find Bond Street the world's most famous shopping district

Appositives help us to express our thoughts briefly and pleasingly. By practice anyone can form the habit of using appositives.

### *Practice 6*

In sentences of your own, use five of the following word-groups as appositives: president of the United States during the World War; the first permanent English settlement in America; the tennis champion of the United States; a tribe of Indians; the largest city in Pennsylvania; the home of Washington; the capital of the United States; my favorite author; my favorite movie actor; the game I like best; the capital of Massachusetts; the pitcher on our team; the author of *Penrod*. Punctuate your sentences correctly.

### *Practice 7*

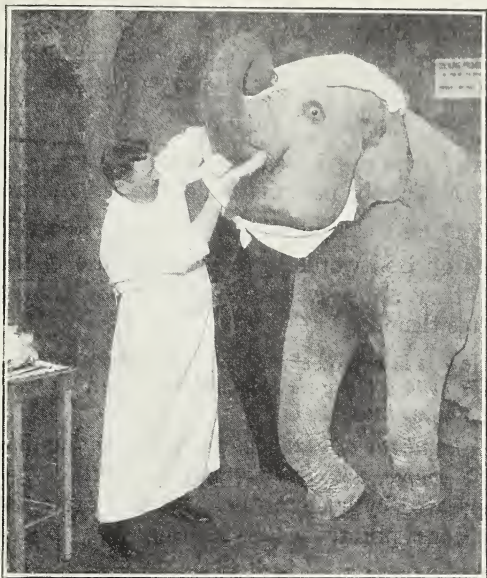
Combine the two sentences in each group into one sentence containing an appositive. Draw a line under the appositive. Punctuate the appositive correctly.

1. Mr. Hurley spoke to the pupils in the assembly today. He is the principal of the Roosevelt High School.

2. Linda lifted down the garment. It was a heavy velvet wrap.

3. Next Saturday evening will be marked by a dinner and dance. It is the annual social affair in connection with race week.

4. My next territory was Marlboro. This is a dreamy little village with about a thousand inhabitants.

*Ewing Galloway*

#### A DENTIST AT WORK ON A SORE TOOTH

The elephant's eye is expressing more pain than a roar or a bellow could register.

5. We spent the night at Germantown, Pennsylvania. This is a suburb of Philadelphia.

6. Leif Ericson was a Norseman. He discovered the coast of North America.

7. Another interesting building is directly opposite the Capitol. It is the Congressional Library.

8. The most interesting section of Kent's at this time is the toy department. This floor is filled with dolls, dollhouses, doll furniture, tiny automobiles, woolly animals, and every other toy imaginable.

9. Upon the mountains of the Northwest we find the

beautiful blue gentian. It is a close rival of the fringed gentian of the East.

10. On Friday Bill Jordan was elected president of the senior class. He is the editor of our school paper.

### *Series*

What is the use in the sentence of each italicized word? Notice the punctuation of the sentences.

1. We have ceased to build *square*, *bluff*, *box-type* houses.

The italicized words have the same use in the sentence; they are adjectives in a series. The comma separates them.

2. Now it is a good-sized city, *with hundreds of beautiful dwellings*, *with a thirty-six hole golf course*, *with a university*, and *with a fine hotel*.

*With hundreds of beautiful dwellings*, *with a thirty-six hole golf course*, *with a university*, and *with a fine hotel* are separated by commas, because they are a series of prepositional phrases modifying *city*.

3. I saw a *man*, a *dog*, and a *gun*.

*Man*, *dog*, and *gun* are separated by commas, because they are a series of nouns used as the direct objects of *saw*.

When a conjunction is used between the last two items only (see sentences 2 and 3), it is correct to place a comma before the conjunction or to omit the comma.

**The comma is used to separate items in a series.**

When all the conjunctions are used, no comma is required unless it makes the sentence clearer.

1. Washington was brave and wise and generous.

2. The gray squirrel was not strong enough to hold its own in a battle with the cat, and therefore ran up the maple tree and jumped to the roof of the porch to escape its enemy.

In the word group *solid gold watch*, no comma is used, because the adjectives are not co-ordinate in thought. *Gold* modifies *watch*, but *solid* modifies *gold watch*. Likewise in *two little boys*, *little* modifies *boys*, but *two* modifies *little boys*. In *strong right arm*, *right* modifies *arm*, but *strong* modifies *right arm*.

Expressions like *swift, curious glance*; *a seedy, down-at-the-heels looking man*; and *the fat, lazy, amiable loafer* require the comma. If inserting *and* between the adjectives does not change the sense, the comma is needed: *swift and curious glance*; *seedy and down-at-the-heels looking man*; *the fat and lazy and amiable loafer*.

### Practice 8

Punctuate the following sentences. Give a reason for each mark inserted.

1. She does not mention cornhusking milking threshing chopping wood harvesting and many more strenuous jobs of the pioneer woman

2. Grapes pears peaches apricots plums and dates are also raised in California

3. What boy has not wanted to build a cave run away from home organize a secret club or play hookey from school for little or no excuse

4. Mr Wilson is an honest clean tolerant gentleman

5. Her piercing soulful wistful eyes looked up at the two generous men

6. News reels motion-picture films ladies' gowns candy and even golf sticks have been mailed by air between New York and San Francisco

7. Boll weevil is too big a problem for the individual for any organization for the banks for the cotton exchanges or for the states to handle

8. On the wall are postcards of all kinds cheap photograph frames and advertisements from the local stores in the shape of bright pictures with calendars attached

9. A tall ruddy-faced well-built man was standing near by
10. The radio began to roar hum shriek blare and clatter

### *Addresses and Dates*

Notice how addresses and dates are punctuated in the following sentences:

1. On October 26, 1825, the Erie Canal was completed.
2. Holland, *Michigan*, is said to be the largest Dutch settlement in this country.
3. Cornwallis marched out of Yorktown, *Virginia*, *October 19, 1781*, to the tune of "The World's Upside Down."

*Michigan, 1825, Virginia, October 19, and 1781* are set off by commas.

**In an address or date each item after the first is set off by commas.**

### *Practice 9*

Punctuate the following sentences. Tell why each comma is needed.

1. The Second Continental Congress met at Philadelphia on May 10 1775
2. February 22 1732 at Bridges Creek Virginia was born George Washington
3. Franklin D Roosevelt was born at Hyde Park New York on January 30 1882
4. On February 22 1819 James Russell Lowell was born in Cambridge Massachusetts
5. Mail this coupon today to the National Association of Ice Industries 163 West Washington Street Chicago Illinois
6. On September 1 1936 he became treasurer of the Rome Company 1219 Pine Street St Louis Missouri

### *Parenthetical Expressions*

An expression slipped into a sentence and loosely connected with the rest of the sentence is called parenthetical and is set off by commas.

1. That question, *however*, is open to dispute.
2. A good name, *like good will*, is got by many actions and lost by one.
3. *In the second place*, our school paper provides valuable training for the editors and contributors.

Usually *however*, *on the other hand*, *by the way*, *for example*, *for instance*, and *to tell the truth* are set off. If these words or expressions modify, commas are not used.

*However* late it is, I always walk home from school.

The comma, as a rule, is not used to set off *also*, *perhaps*, *indeed*, *therefore*, *at least*, *nevertheless*, *likewise*, and other parenthetical expressions that do not require a pause in reading aloud.

*Well*, *why*, or *now* at the beginning of a conversational sentence is commonly set off; *etc.* is always set off.

1. *Why*, I hardly know.
2. *Well*, I'll try.
3. Why are 1, 3, 5, 7, 9, *etc.*, called "odd numbers"? (The abbreviation *etc.* is rarely used in good writing.)

### *Practice 10*

Punctuate the following sentences. Which expressions are parenthetical?

1. Every town or city in my opinion should have one or more public golf links.
2. All these things kept him working early and late Saturdays the same as other days.
3. Oh well fill in the dots for yourself.
4. Charles Dickens like many poor children endured hardships.
5. The two boys tired and hungry were indeed glad to get back home.
6. The cardinal builds its nest in thickets or bushes usually not far from the ground.

7. In Wilson Junior High School on the other hand students aim to win scholarship honors.

8. He hurried into the house glad to escape from the biting cold.

9. On his desk was an enormous book old and yellow with curious symbols on every page.

10. His opinions like his clothing are changed frequently.

11. The huge iron gates rusty with age groaned dismally under the weight of the heavy door.

12. The whale for instance is a mammal.

13. Like the bee world humankind is infested with drones and parasites.

### *Contrasting Expressions*

**The comma is used to set off contrasting expressions introduced by *not*.**

1. You are expected to make good, *not to make excuses*.

2. I expect to be measured by accomplishment, *not by a timetable*.

### *Yes and No*

**Place a comma after *yes* or *no* at the beginning of a sentence.**

1. *Yes*, I want to see him.

2. *No*, he hasn't been here this morning.

### *Clearness*

**Occasionally a comma is used to prevent misreading when no other rule justifies the use of punctuation.**

1. A few days after, I went past in a boat.

2. Outside, the gray sky gave a desolate appearance to the bare trees.

This very general rule should not be quoted unless, as in sentences 1 and 2, no other rule applies.



## Quotation Marks

In print, names of books and plays are usually italicized. In a typed or pen-written letter or composition they may be enclosed in quotation marks or underscored.

## Summary

### *Period*

1. Place a period at the end of a declarative or an imperative sentence.
2. The period is used after abbreviations.

### *Question Mark and Exclamation Point*

The question mark is used after an interrogative sentence; the exclamation point, after an exclamatory sentence.

### *Comma*

The comma is used —

1. To set off words in direct address.
2. As a rule, to set off an appositive.
3. To separate items in a series.
4. To set off each item after the first in an address or date.
5. To set off most parenthetical expressions.
6. To set off contrasting expressions introduced by *not*.
7. After *yes* or *no* at the beginning of a sentence.
8. To prevent misreading when no other rule justifies the use of punctuation.

## *Baseball Game*

A wide-awake boy at the blackboard shows on a diamond the progress of the game and keeps the score. Each row is a team. Row one bats first. If the first

player inserts the first needed punctuation mark and gives the reason, he makes a hit and reaches first base. If the second player tells the second mark needed and gives the reason, he also makes a hit and goes to first base and the first player goes to second base. Three hits fill the bases; hence each hit after the third scores a run. If the answer is wrong, the batter is out. When three are out, the side is out. The teams bat in rotation.

1. Sir Walter Raleigh a favorite of Queen Elizabeth was a prisoner for twelve years in the Tower of London.

2. Floyd is an honest sincere clean-minded boy.

3. Paul du Chaillu the author of Wild Life under the Equator tells of hunting elephants buffaloes and gorillas.

4. The principal characters of King Solomon's Mines are Captain Good Edward Quartermain and Sir Henry.

5. Look out Mary for automobiles.

6. For a century Little Women among all the books for girls has maintained its place at the top.

7. On February 27 1807 Longfellow was born in Portland Maine.

8. Yes I said *tents* not *tense*.

9. Like other great men of all ages Washington had critics.

10. Later on his son showed himself ungrateful and spiteful.

11. Well the great contest has closed.

12. Write to the Delta Specialty Company 858 Third Street Milwaukee Wisconsin.

13. Have you a fountain pen Harry?

14. They will sow seeds grind grain bake bread shear sheep weave textiles to earn wages large enough to keep them in school and have a little spending money.

15. WANTED — Man to milk and drive a Ford car.

16. Not many years after the Constitution was adopted.

17. Profitable shipments of winter cantaloupes wheat corn beans alfalfa barley melons and chili peppers are made from this territory.

18. On January 19 1807 in Westmoreland County Virginia was born Robert E Lee a great leader and military genius.

19. The bent huddled creature in the dilapidated house filthy and dismal had seen better days.

20. Spruce a tall straight tree comparatively free from knots is ideal airplane wood.

How much have you learned this year about punctuation? How much do you know? The mastery test will help you to answer these important questions.

*Test 4B (Mastery) — Punctuation  
of Simple Sentences*

Punctuate the following sentences. Overpunctuation is just as bad as underpunctuation. Therefore if you either omit a needed punctuation mark or insert a mark that is not needed, the sentence is wrong. The figure in parentheses tells how many marks are needed in the sentence.

1. Buffalo Jones a Utah hunter was after a herd of buffalo (3)

2. Sarah have you seen Mrs Richards this morning (3)

3. After eating my grandfather always smokes his pipe (2)

4. On the evening of July 4 1776 the Declaration of Independence was adopted by Congress (3)

5. The leading agricultural products of China are cotton tea silk and rice (4 or 3)

6. Oliver Twist a poor orphan fell in with bad companions (3)

7. Like the French and Italians the Slovaks are artistic (2)

8. I said *verse* not *voice* (2)

9. Yes Roy is visiting friends at 5 Clifton Place Philadelphia Pennsylvania (4)

10. I do not however get tired of milk eggs potatoes and bread (6 or 5)

## SECTION 3

### CORRECT NOUNS

Do you always know which words in a sentence to capitalize? Do you need to review capitalization? Which rules can't you apply? Take the diagnostic test and find the answers to these questions.

#### *Test 5A (Diagnostic) — Capitalization*

Capitalize the following sentences. If you omit a needed capital or insert a capital that is not needed, the sentence is wrong. A figure in parentheses shows how many capitals are missing.

1. On monday, december 3, congress met in washington, district of columbia. (6)
2. On decoration day nearly 25,000 people visited golden gate park. (5 or 4)
3. Frank and john are students in a new york high school. (3)
4. For christmas father gave edith an illustrated edition of dickens's *a tale of two cities*. (8 or 7)
5. Edmund burke and lord chatham had already violently denounced the use of indians by the english. (5)
6. Jerry attended george washington high school for three years and another high school for a year. (4)
7. In august, 1928, commander byrd's expedition sailed from new york. (5)
8. An attorney, a doctor, and a professor attended the meeting in the french building at the corner of fifth avenue and forty-fifth street. (6 or 5)
9. One winter we spent in the south. (1)
10. In high school judge frost studied english, chemistry, algebra, typewriting, french, geometry, and history. (4)

### Capitalization of Proper Nouns

*Washington Irving*, the author of entertaining stories and sketches, was born in *William Street, New York*, on *April 3*, 1783.

*Washington Irving*, *William Street*, *New York*, and *April* are proper nouns, because they are proper or particular names of an individual man, street, city, and month. *Author*, *stories*, and *sketches* are common nouns, because they are common names of all persons or objects of these classes.

*Man* is the name of millions of human beings, but *Washington Irving* is the name of one man.

**A proper noun is the name of a particular person or thing.**

**A common noun is a name which applies to any one of its class.**

**Proper nouns, proper adjectives, and their abbreviations are capitalized.**

Owen D. Young, Alexander the Great, S. Dak., Latin, English, French

The names of school subjects except languages are common nouns.

history, civics, general science, biology, mathematics, algebra

Adjectives that have developed a specialized meaning are not capitalized.

china eggs, morocco leather, macadam, mackintosh, india rubber, puritanical, manila paper, roman type

Proper names include:

1. Names of political parties, religious sects, nations, and races:

Democrats, Republicans, Baptist, Catholic, Jew, Indian, Italian

2. Historical events, periods, and documents:

Revolutionary War, Battle of Saratoga, Middle Ages, Peace of Versailles, League of Nations, the Constitution

3. Days of the week, months of the year, and holidays (but not names of seasons):

Tuesday, July, Thanksgiving Day, Washington's Birthday, spring, summer, fall, winter, midwinter

4. Geographical names and names of buildings:

Missouri River, Green Mountains, Forest Park, Pacific Ocean, North Pole, Tenth Street, Cumberland County, Third Ward, Mayflower Hotel, White House, Singer Building. (Although *Missouri river*, *Green mountains*, and *Forest park* are also correct, it is preferable to use two capitals in such a name.)

Notice *Gulf of Mexico*, *city of Chicago*, *state of Pennsylvania*. *Gulf* is capitalized, because it is part of the name. In *city of Chicago* and *state of Pennsylvania*, the names are *Chicago* and *Pennsylvania*.

5. The words *North*, *South*, *East*, *Northwest* when they name particular parts of the country:

He has lived in the South and the West.

We went east for a mile, then south for five miles. (In this sentence *east* and *south* denote directions.)

6. Titles of organizations and institutions:

Canadian Pacific Railroad, First Methodist Church, North High School, University of Chicago

*High school*, *society*, *club*, *company*, and *hotel* are common nouns unless they are clearly individual names or parts of such names:

the high school in Marysville, the company, the club, the association, the hotel

7. Names of governmental bodies and departments:

Congress, House of Representatives, Duncannon Board of Education, Police Department, Fifty-third Congress

8. Titles before proper names and such titles as *the President*, *the King*:

the President, the Secretary of the Interior, the King, Colonel Hillis, Major General Kramer, C. J. Manly, A.M., Litt.D., Former President Hoover, Judge Harper

Notice the use of titles without capitals:

A judge, a general, and a senator were the speakers.

*Mother*, *Father*, *Dad*, *Grandfather*, and similar titles may be written either with or without capitals.

I went with Mother and Father.

I went with mother and father.

When a pronoun precedes *mother*, *father*, *dad*, or *grandfather*, no capital is used.

I went with my mother and father.

9. Titles of books, articles, and compositions:

*Tanglewood Tales*, *With the Indians in the Rockies*, *Story of My Boyhood and Youth*

Articles, short prepositions, and short conjunctions are capitalized only when they begin titles.

10. Names of the Deity and names for the Bible and divisions of the Bible:

Old Testament, Psalms, the Scriptures, the Almighty



11. Nouns clearly personified. (To personify is to speak of an object without life as if it were a person.)

His companions were Jest, Jollity, and Liberty.

### *Practice 1*

Capitalize the following for use within sentences. Give a reason for each capital inserted.

1. eagle bay hotel. 2. the valley of the ohio. 3. albert b. paine's boy's life of mark twain. 4. fourth of july. 5. china eggs. 6. sunday. 7. university of michigan. 8. woolworth building. 9. president franklin d. roosevelt. 10. the hotel. 11. new york central railroad. 12. ohio river. 13. island of porto rico. 14. battle of waterloo. 15. woodrow wilson high school. 16. algebra, civics, and french. 17. fourth ward. 18. summer. 19. american telephone and telegraph company. 20. h. c. fernald, a.m., ph.d. 21. a high school in los angeles. 22. twenty-third street. 23. general harbord. 24. high school course. 25. the declaration of independence. 26. a trip through the west. 27. india rubber. 28. first presbyterian church. 29. battle of monmouth. 30. fall. 31. prospect park. 32. state of kentucky. 33. a high school dictionary. 34. the company. 35. american book company. 36. rear admiral dewey. 37. king edward. 38. professor beaver. 39. colonel parker. 40. harrisburg board of education.

### *Practice 2*

Capitalize the following sentences. Give the reason for each capital inserted. The figure in parentheses tells how many capitals are missing.

1. Most storms come in off the pacific ocean in the vicinity of oregon, washington, or british columbia, but a few originate within the united states. (8 or 7)

2. Nicaragua is the only region in america besides panama where it is possible to construct a ship canal from the atlantic to the pacific without tunneling mountains. (4)

3. The current history of china may be written around

her four greatest cities, peking, shanghai, canton, and hankow. (5)

4. For many years one of the chief pleasures of washingtonians had been the weekly afternoon concerts of the marine band, given on the white house lawn. (5)

5. Whether john howard payne ever lived in the "home, sweet home" cottage or not, the residents of easthampton, long island, are keeping it as a memorial to the author of one of america's favorite songs. (10)

6. Eleventh avenue, new york city, was given a surprise on monday, june 9. A new smokeless and noiseless engine had replaced one of the puffing steam locomotives, which for years had been hauling and switching freight cars to and fro from the new york central railroad yards. (10 or 9)

7. Theodore roosevelt's birthplace at 28 east 20th street has been made into a museum by the roosevelt memorial association. (6)

8. Lindbergh landed at le bourget field in paris on saturday evening, may 21, 1927. (6)

Have you mastered the rules of capitalization? What was your mark on the diagnostic test? How much higher will your mark on the mastery test be?

### *Test 5B (Mastery) — Capitalization*

Capitalize the following sentences. If you omit a needed capital or insert a capital that is not needed, the sentence is wrong. A figure in parentheses shows how many capitals are missing.

1. One sunday last fall my family decided to go to prospect park. (3 or 2)

2. The forests of the south yielded furs as well as pitch, tar, and turpentine.

3. In wilson high school, captain brown studied french, latin, history, english, mathematics, and science. (8)

4. After I graduate from high school, I expect to enter the new york school of design. (4)

5. Last monday I bought gloves for aunt miriam, cousin lucille, and uncle bob at lacy's at the corner of thirty-fourth street and broadway. (11)

6. Upon the suggestion of the virginia house of burgesses a gathering of representatives known as the first continental congress met in carpenters' hall in philadelphia, in september, 1774. (10)

7. James fenimore cooper's *the last of the mohicans* tells of many thrilling encounters with the indians. (6)

8. On thanksgiving day nearly 30,000 spectators saw the football teams of the university of pennsylvania and cornell university play a tie game. (6)

9. As far back as 1609, henry hudson, an englishman, sailing for the dutch east india company to find a path to the indies, had found the hudson river. (10 or 9)

10. To sir george carteret and to lord john berkeley the duke of york gave a stretch of land south of new york which was named new jersey. (12)

### Formation of Plural

**If a noun names one person, place, or thing, it is singular; if it denotes more than one, it is plural.**

1. The commonest way to form the plural is by adding *s* or *es* to the singular: *horse, horses; table, tables; fox, foxes; glass, glasses*. After *s*, *x*, *z*, *sh*, and *ch*, *es* is added and forms a separate syllable: *church* (one syllable), *churches* (two syllables); *gas, gases; box, boxes; dish, dishes; Burns, Burnses*.

2. The following frequently used words ending in *o* add *es* to form the plural:

heroes   Negroes   potatoes   tomatoes   mosquitoes

The plurals of five common words end in *os*. Four of these words relate to music, and some autos have musical horns.

autos   pianos   radios   solos   sopranos

A few plurals may be written *oes* or *os*: *zero* (*zeros* or *zeroes*), *domino*, *volcano*, *buffalo*, *portico*, *calico*.

3. Nouns ending in *y* preceded by a consonant change *y* to *i* and add *es*: *fly*, *flies*; *lady*, *ladies*; *enemy*, *enemies*; *spy*, *spies*.

Exceptions occur:

a. In proper names: *Marys*, *Murphys*, *Henrys*.

b. In *drys* and *stand-bys*.

Nouns ending in *y* preceded by a vowel add *s* regularly: *donkey*, *donkeys*; *turkey*, *turkeys*; *journey*, *journeys*; *monkey*, *monkeys*.

4. Some nouns ending in *f* or *fe* change the *f* to *v* and add *es*: *calf*, *calves*; *half*, *halves*; *sheaf*, *sheaves*; *loaf*, *loaves*; *thief*, *thieves*; *elf*, *elves*; *beef*, *beeves*; *shelf*, *shelves*.

Other nouns ending in *f* and *fe* add *s* regularly: *proof*, *proofs*; *hoof*, *hoofs*; *roof*, *roofs*; *fife*, *fifes*; *dwarf*, *dwarfs*; *chief*, *chiefs*; *grief*, *griefs*; *belief*, *beliefs*; *handkerchief*, *handkerchiefs*.

A few have both plurals: *wharf*, *wharfs* or *wharves*; *scarf*, *scarfs* or *scarves*.

5. A few words have a plural in *en*: *ox*, *oxen*; *child*, *children*; *brother*, *brethren* (or *brothers*).

6. Some words change the vowel: *man*, *men*; *woman*, *women*; *tooth*, *teeth*; *foot*, *feet*; *goose*, *geese*; *louse*, *lice*; *mouse*, *mice*; *policeman*, *policemen*; *saleswoman*, *saleswomen*. *German*, *Roman*, and *Norman* are not compounds of *man*. Their plurals are *Germans*, *Romans*, and *Normans*.

7. In compound words the plural sign is usually added to the word that names the object. *Son-in-law* is a kind of *son*; hence the plural is *sons-in-law*. Other

illustrations are *bathhouses*, *teacups*, *men-of-war*, *black-birds*, *bookcases*.

Exceptions are:

a. Words not thought of as compounds: *mouthfuls*, *cupfuls*.

b. A few words which pluralize both parts: *menservants*, *women servants*.

8. Many words retain their foreign plurals. Some have also a plural in *s*. Foreign plurals are formed in a variety of ways.

*a* to *ae*

alumna (feminine), alumnae      vertebra, vertebrae

*us* to *i*

alumnus (masculine), alumni      bacillus, bacilli

*um* to *a*

bacterium, bacteria      datum, data

*is* to *es*

axis, axes

crisis, crises

basis, bases

parenthesis, parentheses

### *Various Methods*

SINGULAR	PLURAL	SINGULAR	PLURAL
series	series	index	indexes <i>or</i> indices
species	species	appendix	appendixes <i>or</i> appendices
monsieur	messieurs	phenomenon	phenomena

9. Notice the plural of proper names with the titles *Mr.*, *Miss*, *Master*, and *Mrs.*

SINGULAR	PLURAL
Mr. Walker	Messrs. Walker <i>or</i> (informal) the Mr. Walkers
Miss Walker	the Misses Walker <i>or</i> (informal) the Miss Walkers
Mrs. Walker	the Mrs. Walkers

There is no plural form of *Mrs.*; hence the name itself is pluralized.

10. The plurals of letters, figures, and signs are formed by adding 's.

His *6*'s look like *o*'s and his *k*'s like *h*'s.

Change all the + 's to - 's.

11. A few nouns have the same form in the singular and the plural: *sheep, deer, shad, Japanese, heathen, trout.*

Note also these singular forms:

two *yoke* of oxen, five *dozen* eggs, six *head* of cattle, a ten-foot pole

12. Some nouns are used in the plural only: *scissors, trousers, pincers, shears, proceeds, suds, ashes, riches, (golf) links, pliers, clothes, thanks.*

13. A few nouns ending in *s* are singular in meaning: *news, measles, mumps, mathematics, civics, physics, economics, the United States.*

NOTE. The following nouns of plural form are sometimes singular, sometimes plural: *athletics, pains, means, politics.*

Many nouns that are singular have a plural meaning.  
**The name of a group is a collective noun.**

army, class, family, flock, club, committee, team

Collective nouns, like other nouns, have plural forms:  
*armies, classes, families, flocks.*

In your speech and writing use these correct plurals:

It is six *miles* to Jackson.

Stella is five *feet* eight inches tall.

Mother bought three *bushels* of apples.

I took two *pairs* of shoes to the shoemaker.

### Practice 3

Write the plural of the following:

- |                  |                        |                 |
|------------------|------------------------|-----------------|
| 1. waltz         | 18. Norman             | 35. basis       |
| 2. quantity      | 19. policeman          | 36. Mrs. Murphy |
| 3. journey       | 20. spoonful           | 37. hanger-on   |
| 4. pulley        | 21. father-in-law      | 38. trout       |
| 5. monkey        | 22. mouthful           | 39. Burns       |
| 6. salary        | 23. commander-in-chief | 40. gas         |
| 7. valley        | 24. woman              | 41. lily        |
| 8. auto          | 25. newsboy            | 42. sheep       |
| 9. piano         | 26. 8                  | 43. cry         |
| 10. tomato       | 27. bus                | 44. datum       |
| 11. solo         | 28. s                  | 45. heathen     |
| 12. volcano      | 29. Miss Jones         | 46. crisis      |
| 13. dwarf        | 30. Mr. Manly          | 47. Mary        |
| 14. roof         | 31. bacillus           | 48. attorney    |
| 15. calf         | 32. series             | 49. soprano     |
| 16. handkerchief | 33. alumnus            | 50. mosquito    |
| 17. elf          | 34. alumna             | 51. library     |

### Practice 4

Fill each blank in a sentence with the plural of a word in parentheses:

- We saw — and — on the hillsides. (sheep) (ox)
- Some of the — will sing —. (lady) (solo)
- The — like to watch the —. (child) (goose)
- The — are searching for the —. (policeman)  
(thief)
- Harvard's — are scattered in many —.  
(alumnus) (city)



6. There are — in the —. (box) (auto)
7. Mr. Williams and his two — discovered some conclusive —. (son-in-law) (proof)
8. Two of the — were selling —. (woman) (tomato)
9. The — have taken some fascinating —. (Burns) (journey)
10. The — heard the —. (passer-by) (cry)
11. The baby — tumbled about our —, getting in everyone's way. (monkey) (foot).
12. Big — torment the —. (fly) (calf)

### The Possessive

Do you know how to form and use the possessive singular and plural? Take the diagnostic test and find the answer to this question.

#### *Test 6A (Diagnostic) — Possessive*

Number your paper from 1 to 10. Write, next to each number, the correct forms of the words in parentheses to fill the blanks. Do not write in this book.

1. The — basketball team has won more games than the —. (girl) (boy)
2. — clerk returned to work after a two — vacation. (Mr. Strauss) (week)
3. During my — absence I read two of — novels. (month) (Dickens)
4. My — home is a two — ride from Chicago. (uncle) (hour)
5. — statement was contradicted by the two — testimony. (Mr. Johnson) (policeman)
6. On the final examination the — marks were higher than the —. (boy) (girl)
7. She sells — and — coats. (child) (woman)
8. A — throw from our bungalow is my — cottage. (stone) (grandfather)

9. I like —— and —— novels. (Stevenson) (Scott)  
 10. The Henry Greene Company manufactures —— and —— clothing. (boy) (man)

### How to Use the Possessive

The possessive (or genitive) case denotes ownership, possession, or connection.

Charles's horse, a month's salary, a deer's tracks, Shakespeare's plays



If the possessor is not a living being, the *of* phrase is more frequently used than the possessive, especially in prose: *the color of the dress* (not *the dress's color*), *the pages of the book* (not *the book's pages*). In a few expressions both the *of* phrase and the possessive sign are used: *a friend of Mother's*, *that lazy tongue of Harry's*, *a relative of Miss Valentine's*.

### How to Form the Possessive

The possessive case of a noun always has an apostrophe. (These six possessives of pronouns end in *s*

but do not have an apostrophe: *his, hers, its, ours, yours, theirs.*)

### *Possessive Singular*

To form the possessive singular of a noun, add 's to the nominative. Do not change the word. Do not add a letter or omit a letter. Just write the word and then quickly put 's AT THE END of it.<sup>1</sup>

author	+	's	=	author's	mouse	+	's	=	mouse's
Burns	+	's	=	Burns's	enemy	+	's	=	enemy's
child	+	's	=	child's	woman	+	's	=	woman's
lady	+	's	=	lady's	officer	+	's	=	officer's
donkey	+	's	=	donkey's	policeman	+	's	=	policeman's

### *Practice 5*

Prepare to write from dictation these eight sentences:

1. The secretary's minutes were read at today's meeting.
2. My uncle's clerk is off on a month's vacation.
3. Is that hat your mother's or your sister's?
4. After an hour's ride we arrived at Grandma's house.
5. The treasurer's report was in yesterday's paper.
- ✓ 6. Is that a boy's or a man's coat?
7. James's book is on the teacher's desk.
8. After an hour's search I found Sarah's ring.

### *Possessive Plural*

To form the possessive plural of nouns, first write the plural. Then add 's to the plurals that do not end in s and an apostrophe to the plurals that end in s.

The plurals that end in s are checked.

<sup>1</sup> Nouns ending in s may take the apostrophe only: *Moses', James', Dickens', Burns', Jones'*. The easy way is always to add 's at the end of the word. Stabbing the name by putting the apostrophe before the s (*Dicken's*) is a serious blunder.

SINGULAR	PLURAL	POSSESSIVE PLURAL
author	✓ authors	authors'
Burns	✓ Burnses	Burnses'
child	children	children's
lady	✓ ladies	ladies'
donkey	✓ donkeys	donkeys'
mouse	mice	mice's
enemy	✓ enemies	enemies'
woman	women	women's
officer	✓ officers	officers'
policeman	policemen	policemen's

### *Joint Possession*

For joint possession only one apostrophe is needed: *Allyn and Bacon's New York office*. If the possession is individual, the possessive sign is added to the name of each owner.

*John's, James's, and Jack's* shares are as 2, 3, and 4.

### *Practice 6*

Write in four columns the singular, the possessive singular, the plural, and the possessive plural of these words:

- |           |               |             |
|-----------|---------------|-------------|
| 1. Knox   | 10. mousetrap | 18. sheep   |
| 2. Heinz  | 11. editor    | 19. boy     |
| 3. woman  | 12. Dickens   | 20. potato  |
| 4. worker | 13. fox       | 21. fly     |
| 5. mother | 14. chief     | 22. thief   |
| 6. Murphy | 15. deer      | 23. girl    |
| 7. monkey | 16. year      | 24. baby    |
| 8. ally   | 17. goose     | 25. fireman |
| 9. alley  |               |             |

### Habits

Knowing how to write plurals and possessives and to capitalize is not enough. We must form the habit of spelling plurals and possessives correctly and of capitalizing proper nouns. Then we use the correct forms from force of habit without stopping to think of grammar.

### *Practice 7*

In sentences about people, animals, birds, or other topics use eight possessive singulars, five plurals, and four possessive plurals. Include some of the words in Practice 6. Check (✓) the plurals, and draw one line under a possessive singular and two lines under a possessive plural.

The mastery test will show whether you understand the possessive and how much you have learned about it this year.

### *Test 6B (Mastery) — Possessive*

Write on your paper the correct forms of the words in parentheses to fill the blanks:

1. — house is much more attractive than his oldest —. (Mr. Jones) (brother)
2. On the whole, the — notebooks were more neatly arranged than the —. (girl) (boy)
3. We admire — courage and — energy. (Washington) (Theodore Roosevelt)
4. A — vacation is welcome after a — hard work. (week) (year)
5. They specialize in — and — clothing. (boy) (man)
6. At a — home I saw a — nest. (friend) (robin)

7. From —— porch we could see a —— lofty summit.  
(Grandfather) (mountain)

8. The —— team plays two more home games than the  
——. (boy) (girl)

9. During my —— drive I saw —— summer home.  
(hour) (Mr. Crane)

10. That —— work has improved sufficiently to merit a  
—— commendation. (pupil) (teacher)

## SECTION 4

# CORRECT PRONOUNS

### Good Use

How can one find out whether an expression is correct or incorrect, whether it is in good use? When in doubt, one usually consults a grammar, a composition and rhetoric, a dictionary, or a book of synonyms. But no book is an authority except in so far as it reports accurately the customary usage of cultured and intelligent people. The only real authority is the usage of educated and careful writers and speakers.

### Literary English and Colloquial English

Many people think that an expression must be either right or wrong. Some expressions, however, are both good and bad English. For example, "lots of people," "back of the house," and "have got to go" are not good usage in an ordinary composition, but are acceptable in conversation. The expressions are colloquial English, not literary English. Literary English is used in novels, short stories, histories, biographies, magazine articles, and formal letters, essays, and public speeches. Colloquial English may be used in conversation and informal letters and essays.

Do you always know whether your pronouns are correct? If not, what about pronouns don't you understand? Take the diagnostic test to find the answers to these questions.



**Test 7A (Diagnostic) — Case and Agreement  
of Pronouns**

In each of the following which is the correct or preferred word or expression? On your paper write each answer after the number of the sentence. (Right — Wrong = Score)

1. This is a long letter for a sick man like — to write.  
(I, me)
2. Neither of them has a mistake in — exercise. (his, their)
3. Any boy not having a ticket of admission must come with — parents. (his, their)
4. Who is there? —. (I, me)
- 5, 6. Mother gave — and — an Airedale pup.  
(her, she) (I, me)
7. In the United States everybody insists on — rights.  
(his, his or her, their)
8. — did the work. (I and he, he and I, me and him, him and me)
- 9, 10. That is a matter for — and — to settle.  
(her, she) (he, him)
11. No one but — escaped. (he, him)
12. Everyone should look out for — health. (his, their)
13. Everyone feels discouraged at some time in — high school course. (his, their, his or her)
14. It is the duty of each student to interest — in athletics. (himself, themselves)
- 15, 16. Elizabeth saw — and — climbing the hill.  
(her, she) (I, me)
17. Boys like you and — should read Cooper and Davis.  
(he, him)
18. That isn't — in the car. (he, him)
19. Has anyone completed — first supplementary book? (his, his or her, their)
20. The winners of the tennis tournament were Margaret and —. (her, she)

## Personal Pronoun

A pronoun is a word used instead of a noun.

A personal pronoun shows by its form whether it refers to the speaker, the person spoken to, or the person or thing spoken of.

*I saw you and him.*

The first person *I* refers to the speaker; the second person *you*, the person spoken to; and the third person *him*, the person spoken of.

(*Possessive* is explained on page 306. See the discussion of *nominative* and *objective* on pages 314–318.)

### *First Person*

	SINGULAR	PLURAL
<i>Nominative</i>	I	we
<i>Possessive</i>	my, mine	our, ours
<i>Objective</i>	me	us

### *Second Person*

#### SINGULAR AND PLURAL

<i>Nominative</i>	you
<i>Possessive</i>	your, yours
<i>Objective</i>	you

Old forms, *thou*, *thy*, *thine*, *thee*, and *ye*, are sometimes used in poetry and solemn prose.

### *Third Person*

	SINGULAR			PLURAL
	<i>Masculine</i>	<i>Feminine</i>	<i>Neuter</i>	
<i>Nominative</i>	he	she	it	they
<i>Possessive</i>	his	her, hers	its	their, theirs
<i>Objective</i>	him	her	it	them

### Case

In the following sentence how are *I*, *me*, *he*, and *him* used?

I spoke to him, but he didn't hear me.

*I* and *me* are personal pronouns of the first person; *he* and *him* are personal pronouns of the third person. But *I*, the subject of the verb *spoke*, is in the nominative case; *me*, the object of the verb *did hear*, is in the objective case. *He*, the subject of the verb *did hear*, is in the nominative case; *him*, the object of the preposition *to*, is in the objective case.

**The case of a pronoun depends upon its use in the sentence.**

### *Subject*

**Subjects of verbs are in the nominative case.**

1. *We* shall call for you at eight.
2. *He* has a blowfish on his hook.
3. *She* and *I* are going to the Great Smoky Mountains for the month of August.

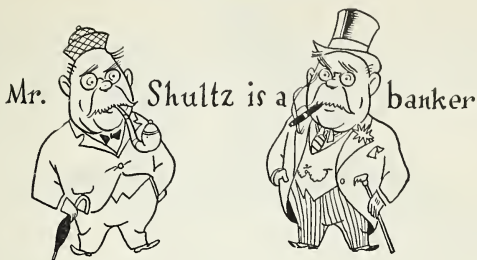
### *Predicate Nominative*

**A noun or pronoun that completes the predicate and explains or renames the subject is a predicate nominative and is in the nominative case.**

1. That dog of yours is a *traitor*.

*Traitor* completes *is* and describes *dog*.

dog = traitor



2. It is *he*.

*He* completes *is* and explains *it*.

It = he

3. The happy-looking girl with the tousled hair is *she*.

*She* completes *is* and explains *girl*.

girl = she

Commonly used verbs that take predicate nominatives are: *be* (*am, is, are, was, were, has been, had been*), *become, grow, seem, appear, taste, smell, sound, look, feel*.

**A verb that joins an adjective, a noun, or a pronoun to the subject is called a linking verb.**

### *Direct Object of a Verb*

If the subject acts, the noun or pronoun which answers the question "What?" or "Whom?" after the verb is the direct object of the verb and is in the objective case.

1. Did you call *me*?

*Me* answers the question "*Did call whom?*" and is the direct object of the verb *did call*. *Me* is therefore in the objective case.



2. Patty has invited *them* to our picnic.

*Them* answers the question "*Has invited whom?*" and is the direct object of the verb *has invited*.

3. Friendly girls welcomed *us* into the circle around the fire.

*Us* answers the question "*Welcomed whom?*" and is the direct object of the verb *welcomed*.

What is the difference between the predicate nominative in sentence 1 and the direct object in 2?

1. Mr. Weston is a *blacksmith*.

Mr. Weston = blacksmith

Ordinarily the subject and the predicate nominative name the same person or thing.

2. Mr. Weston shot a *rabbit*.

Mr. Weston does not = rabbit

Except in the case of a reflexive pronoun (I hurt *myself*), the direct object of a verb never refers to the same person or thing as the subject.

The verb *is* (*be, am, are, was, were, been*) NEVER takes an object.

*Practice 1*

Find the predicate nominatives and the direct objects of verbs in these sentences, and explain what each predicate nominative or direct object does in the sentence:

1. Books are a delightful society. *c*
2. The excitement of the crowd knew no bounds. *τ*
3. Only Mrs. Macdonald understands him and his queer ways.
4. Two of our best friends are Mr. Jackson and he.
5. The best actors in my class are Marion Snyder and she.
6. Last Monday our committee chose her for the role of Miss Hazey in *Mrs. Wiggs of the Cabbage Patch*.
7. At one o'clock the fire siren aroused Edward and him from a deep sleep.
8. Two wide-awake boys in my class are Edward and he.
9. A man's only real possession is his character.
10. Have many industrial firms built model villages or communities for their employees?
11. A growl from behind the bushes frightened James and him.
12. The bravest boys in my scout troop are Donald and he.

*Indirect Object*

A noun or pronoun used as the indirect object tells to or for whom something is done and is in the objective case.

1. Madge told *us* the story of Jean Valjean.

*Us* answers the question "*Told to whom?*" and is the indirect object. *Us* is in the objective case.

2. The guide showed *them* a secret door by the fireplace.

*Them* answers the question "*Showed to whom?*" and is the indirect object. It is in the objective case.

3. Aunt Kate brought *me* a bracelet from Milan.

*Me* answers the question "*Brought* for whom?" and is the indirect object. It is in the objective case.

As a rule, placing *to* or *for* before the indirect object does not change the sense.

1. Who told (to) *you* the story?

2. Father bought (for) *him* a new roadster.

### *Object of a Preposition*

**The object of a preposition is in the objective case.**

1. Did Jack go to the library with *her*?

2. Elizabeth dived into the pool after *me*.

*But* is a preposition when it means *except*.

All *but him* are going to the fair.

### *Nominative and Objective Forms*

Only seven commonly used English words have different forms for the nominative and the objective case.

<i>Nominative</i>	I	we	he	she	they	who	whoever
<i>Objective</i>	me	us	him	her	them	whom	whomever

### *Possessive*

**The possessive case of a pronoun shows ownership or possession.**

1. This tennis racket is *hers*.

2. *My* new suit is blue.

**The possessive pronouns *its*, *hers*, *theirs*, *ours*, and *yours* never have an apostrophe.** (*It's* is a contraction for *it is*.)

1. Is this red umbrella *yours*?

2. *Theirs* is a lighter canoe, but *ours* is stronger.



### Practice 2

Make up sentences in which you use *its*, *hers*, *theirs*, *ours*, and *yours*. Spell these pronouns correctly.

### Practice 3

Tell the use and the case of each personal pronoun in the following sentences:

1. Marie brought me some lovely tulips and daffodils from the market.
2. Didn't you give George or him any reasons for your actions?
3. Peter put his puppy on the back seat with Bob and me.
4. I met Mildred and her in the Great Smokies last summer.
5. John and he are the best players on our team.
6. Her feats on the diving board gave Don and him the greatest thrill of their whole day.
7. George showed Lillian and me all his athletic awards.
8. It was I at the back door last night.
9. Last Saturday Uncle Fred went on a fishing trip with Father and me.
10. The lifeguard dragged her out of reach of the waves.
11. He and I send her our school newspaper every week.
12. They showed Bill and me their method of signaling with flags.
13. My uncle taught Wilbur and me many things about the stars.
14. Are you going with Isabel and me to the zoo on Saturday?
15. Julius and I finished ahead of Victor and him.

### Correct Case

Which form is correct?

1. He asked for John and ——. (I, me)

*Me* is object of the preposition *for*.

2. Who is there? —. (I, me)

The correct pronoun is *I*, because in the completed sentence, "I am here," *I* is the subject of *am*.

3. It was —. (he, him)

*He* is the predicate nominative of the verb *was*.

### Practice 4

Fill the blanks with the correct pronouns. Explain the use in the sentence of each pronoun selected. Then read aloud three times the correct sentences. Choose quickly. This practice will help you to get into the habit of using correct pronouns.

1. Is that —? (she, her)
2. Her husband and — worked hard for the rest of their lives. (she, her)
3. This argument is between — and —. (he, him) (I, me)
4. — girls enjoyed the game. (we, us)
5. You will have to choose — or —. (he, him) (I, me)
6. Agnes invited my sister and — to her home for dinner on Saturday evening. (I, me)
7. — and — walked ten miles. (he, him) (I, me)
8. He chased Henry and —. (I, me)
9. Between you and —, I don't take him seriously. (I, me)
10. — boys are getting up a baseball team. (we, us)
11. Father called Tom and —. (I, me)
12. That's a business matter between you and —. (he, him)
13. The teacher gave the prizes to — and —. (he, him) (I, me)
14. It is —. (her, she)
15. Go with Grace and —. (I, me)

16. — and — are going to the movies tonight. (he, him) (I, me)
17. All the boys but — passed the test. (he, him)
18. Girls like — make good captain ball players. (she, her)
19. Let us divide the work between you and —. (I, me)
20. He told my sister and — a good story. (I, me)
21. — boys had an exciting evening in the haunted house. (we, us)
22. With you and — for guides we cannot go astray. (she, her)
23. All have gone but you and —. (I, me)
24. Nobody but — could solve the problem. (he, him)
25. He'll meet you and —. (I, me)

Errors in case are commonest in compound subjects and compound objects. Everyone says, "*He* was at the game" and "*I* was at the game." For that reason it should be easy to get into the habit of saying, "*He* and *I* were at the game."

### Practice 5

In sentences of your own, use correctly:

- |                     |                   |
|---------------------|-------------------|
| 1. He and I         | 7. You and I      |
| 2. Him and me       | 8. You and me     |
| 3. My sister and I  | 9. Father and I   |
| 4. My sister and me | 10. Father and me |
| 5. She and I        | 11. He and George |
| 6. Her and me       | 12. She and Marie |

### Practice 6

Why is each italicized word correct? Repeat these correct expressions until you form the habit of using them.

1. This is for *him* and *me*.
2. Mother saw *him* and *me*.

3. *He* and *I* went swimming.
4. *We* boys went skating.
5. Marion told *us* girls a story.
6. It wasn't *he*.
7. The guilty one was neither *she* nor *I*.
8. Where were *you* and *he*?
9. It was *they*.
10. All of *us* girls went to the game.
11. Genevieve invited *her* and *me*.
12. Father gave *him* and *me* a tent.
13. *He* and *I* were delighted.
14. Was it either *she* or *he*?
15. Why were *you* and *he* absent?

### Agreement with Antecedent

The noun for which the pronoun stands is called its antecedent.

1. The secretary read *his* report.

*His* is used instead of *secretary's*; *secretary* is the antecedent of *his*.

2. The boy *who* has good eyes makes a good caddy.

*Who* is used instead of *boy*; *boy* is the antecedent of *who*.

We need to watch not only the case but also the number of our pronouns. The case of the pronoun depends upon its use in the sentence, but in number, person, and gender the pronoun agrees with its antecedent. First we find the antecedent, then decide what number it is in, and then use a pronoun in the same number.

Which is the correct pronoun in each sentence?

1. Everyone did — best. (*his*, *their*)

*His* is correct, because the antecedent *everyone* is singular.

2. Everybody should be careful of — pronunciation. (his, their)

*His*, the correct form, agrees with its antecedent *everybody* in the singular number.

Antecedents like *each*, *everybody*, and *anyone* are especially troublesome. *Each*, *every*, *either*, *neither*, *anyone*, *anybody*, *everyone*, *everybody*, *someone*, *somebody*, *no one*, *nobody*, *one*, *many a*, and *a person* are, as a rule, singular.

NOTE. Although the sentences "Everybody bought their own ticket" and "Everyone was here, but they all went home early" are correct colloquial English, most careful speakers avoid this usage.

3. Every high school pupil should train both — mind and — hands. (his, his or her)

*His* is correct. *His or her* calls attention to the fact that boys and girls are included. It is correct but clumsy.

4. One can be successful in — own town. (his, one's, their)

*His* may be used to refer to *one*. Some authorities, however, consider *one's* better usage.

**A pronoun agrees with its antecedent in number, person, and gender.**

### *Practice 7*

Choose the correct or preferred word or expression. What is the antecedent of each pronoun used?

1. Everyone has a right to — opinion. (his, their)
2. Every boy will do — share of the work. (his, their)
3. In writing one must keep — thoughts separated. (one's, his, his or her, their)
4. No one would throw papers on the floor just to make the student leader pick — up. (it, them)

5. Everyone is in a hurry to get to — classes on time. (his, his or her, their)

6. Everyone must put away — own tools. (his, their)

7. It was considered wrong for a Pyncheon to have to earn — living. (his, their)

8. My English class is dedicating — book to Miss Thomas. (its, their)

9. Each member of the little group had by this time reached — home. (his, their)

10. The boys threw their hats into the air and tried to catch —. (it, them)

11. Everyone at the play enjoyed — immensely. (himself, themselves)

12. I have so many things to do and such a short time to do —. (it, them)

13. Everybody should prepare — lessons. (his, his or her, their)

14. Every person has — own problems. (his, his or her, their)

15. One should get information about — favorite college early in — high school course. (one's, his, his or her) (one's, his, his or her)

16. Any member of the board would do anything in — power to aid the farmers. (his, their)

17. Learning languages will undoubtedly give any person a better knowledge of — mother tongue. (his, their)

18. May every pupil invite — parents? (his, his or her, their)

19. After arranging everything in — proper place in the tent, we went for a swim. (its, their)

20. Everybody prepared — speech. (his, his or her, their)

### *Practice 8*

Write seven sentences similar to those in the preceding exercise in which personal pronouns have as antecedents *anyone*, *anybody*, *each*, *one*, *everyone*, *everybody*, and *nobody*. Underscore the personal pronouns.

### Gender

A feminine pronoun is commonly used in referring to a ship or the moon.

Has the *Queen Mary* reached *her* dock?  
The silvery moon is showing *her* face.

Masculine pronouns are used in speaking of the sun and most animals.

The sun set in all *his* glory.  
A dog is faithful to *his* master.

*It* is commonly used in speaking of a small animal.

The mouse made *its* home in the granary.

### *It*

In "It is getting late" and "It is snowing," *it* is correctly used without an antecedent. In most sentences, however, *it* has an antecedent.

Which is correct?

— tells of the growth of democracy in Great Britain.  
(in our history it, our history)

*In* and *it* are not needed. The correct sentence is, "Our history tells of the growth of democracy in Great Britain."

### *Practice 9*

Correct the following. Give a reason for each change.

1. In "The Highwayman" it tells of a landlord's daughter and her lover.
2. I like my teachers and so chose it as my profession.
3. In "The Rime of the Ancient Mariner" it tells the story of an old seaman.



4. By reading books it increases one's knowledge.
5. In the paper the other day it showed a trolley car seating seventy-five people.
6. In the newspaper it gives an account of the game.
7. In *Ivanhoe* it tells of King Richard and Prince John.

### Word Order

When you are speaking about yourself and another, it is courteous to mention the other person first.

— played tennis yesterday afternoon. (I and Jerry)  
(Jerry and I)

*Jerry and I* is correct and shows the speaker well-bred, because he mentions Jerry first and himself last. *Jerry and I* is the compound subject of *played*.

### Practice 10

In each sentence select the courteous expression:

1. — went to the Yale-Harvard game. (I and my father, my father and I)
2. — are taught by modern methods. (I and my classmates, my classmates and I)
3. Last Saturday — drove to the Delaware Water Gap. (I and the rest of my family, the rest of my family and I)
4. — like the *Popular Science Monthly*. (I and my brother, my brother and I)
5. — will take the east side of the town. (Bobbie and I, I and Bobbie)

### Compound Personal Pronouns

	SINGULAR	PLURAL
<i>First person</i>	myself	ourselves
<i>Second person</i>	yourself (thyself)	yourselves
<i>Third person</i>	himself herself, itself	themselves

Which is the correct pronoun?

My father enjoyed —— at the Syracuse State Fair.  
(himself, hisself)

*Himself* is right. *Hissself* and *theirselves* are incorrect forms.

### Demonstrative Pronouns

How are *this* and *that* used?

1. I prefer *this* but shall take *that* because it is cheaper.

*This* and *that* are demonstrative pronouns; they point out. Their plurals are *these* and *those*.

Which is the correct pronoun?

—— are mine. (them, those)

*Those* is correct. *Them* is in the objective case and can't be used as the subject.

After completing the preceding exercises on pronouns do you always know whether your pronouns are correct? What was your score on the diagnostic test? How much higher will your score on the mastery test be?

### Test 7B (Mastery) — Case and Agreement of Pronouns

In each of the following which is the correct or preferred word or expression? On your paper write each answer after the number of the sentence. (Right — Wrong = Score)

1. Billy and —— went to the game. (I, me)
2. The owner of the camp invited John Gaynor and —— to his cottage. (I, me)
3. Mother went with Marjorie and —— . (I, me)

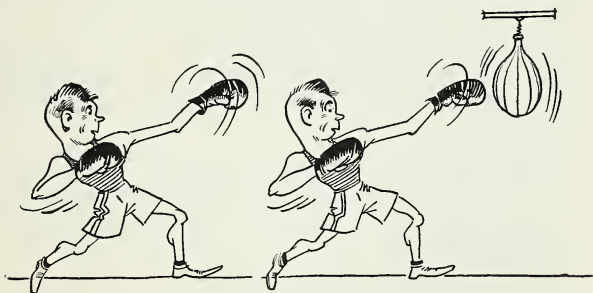
4. A pair of old bachelors like you and —— don't know much about family life. (I, me)
5. The chairman asked each member of the committee to give —— report. (his, their)
6. Everyone took off —— coat and went to work. (his, their)
7. No one but —— could roll back the large stone. (he, him)
8. That is —— on the porch. (her, she)
9. Will you go fishing with Father and ——? (I, me)
10. Never judge a person entirely by —— appearance. (his, their)
11. Neither John nor his brother ate —— breakfast that morning. (his, their)
12. Who is ringing the bell? —— . (I, me)
13. Anne brought Beatrice and —— some souvenirs from England. (I, me)
14. A person should try to make —— voice carry. (his, their)
15. Has anyone neglected to do —— homework? (his, their)
16. One evening after supper my father told my brother and —— some stories of adventure. (I, me)
17. The best swimmers are Marion and —— . (her, she)
18. There were many others visitors like Nancy, Claire, and —— . (I, me)
19. Everyone should be loyal to —— school. (his, their)
20. Father found Herb and —— in the rowboat. (I, me)

## SECTION 5

### CORRECT VERBS

Because about half the grammar mistakes made by pupils are errors in the use of the verb, this section has many exercises. By practicing these intelligently you will form the habit of selecting the right verb and the right verb form.

An engine is a necessary part of an automobile. Without it a car does not go. Likewise a verb is an essential part of a sentence, for without it a group of words cannot express a complete thought. Some verbs, like some engines, are simple: "I *saw* a goldfinch." Others resemble an eight-cylinder engine: "*Joseph should have been punished.*" In this sentence the verb *punished* and the auxiliaries *should have been* together make the statement about Joseph.



Jerry punched the bag

### Transitive and Intransitive

A verb is transitive if it has an object or if the subject is acted upon. Other verbs are intransitive.

Which of the following verbs are transitive because they answer "Yes" to the question "Have you an object?" Which verbs are transitive because they answer "Yes" to the question "Is your subject acted upon?" Which verbs answer "No" to both questions and are therefore intransitive?

1. During his vacations in the Adirondack Mountains Tom *plays* tennis, golf, and badminton.

2. James never *plays*.

3. Mr. Williams *shot* a rabbit.

4. Mr. Williams *shot* at a rabbit.

5. At the election last Friday I *was chosen* captain of the hockey team.

6. I *am* captain of the hockey team.

*Plays* in 1 and *shot* in 3 are transitive, because they have objects. *Was chosen* in 5 is transitive, because the subject is acted upon. *Plays* in 2, *shot* in 4, and *am* in 6 do not have objects, and their subjects are not acted upon. Hence these three verbs are intransitive.

Sentences 1, 2, 3, and 4 show that a verb may be transitive in one sentence and intransitive in another. A few verbs like *be*, *seem*, and *appear* are always intransitive.

Transitive means "going over." If the action "goes over" from one person, animal, or thing to another, the verb is transitive; if the action doesn't "go over," the verb is intransitive.

(Transitive) Jerry *punched* the bag.

(Transitive) The man *is feeding* the cub.



*Courtesy German Tourist Information Office*

DINNER HOUR IN THE ZOO

*Practice 1*

Classify the verbs as transitive or intransitive. Which of the transitive verbs have objects? Which have subjects that are acted upon?

1. Dogs hauled the monoplane to its starting place.
2. In hot, dry weather watch for red spiders on evergreens.
3. Weeks of hardest work went into a one-room cabin.
4. Eight thousand feet above the sea, in a cold, clear lake of the same name, the Yellowstone River has its source.
5. To the fur trader and pioneer the lack of fruit and vegetables was a constant hardship.

6. His study of birds takes him to all parts of the earth. *T*
7. His son looked at him curiously. *T*
8. We were received with enthusiasm. *1*
9. In the office he doesn't often laugh. *1*
10. A watch of two men was set for polar bears. *1*
11. The opportunities for service are constantly increasing.
12. Along with his gun, his knife, and traps, the early white brought his axes.
13. In two weeks the playhouse had been converted into a most attractive "Cooky Shop."
14. Next morning the *Westward* swung out of Berg Bay in the silver dawn.
15. Every year the royal garden party and the famous races at Ascot bring out a delightful array of parasols.
16. The fire-siren on the roof of headquarters building wailed loudly.
17. Pineapples are automatically peeled at the rate of five thousand an hour.
18. John Blackwell's round face was screwed up in intense thought.

### *Practice 2*

Use each of the following as a transitive and as an intransitive verb: *fly, hear, pay, build, sing, see, draw*.

### Active and Passive Voice

Which subjects act? Which are acted upon?

1. *Father* built that fence.
2. That *fence* was built by *Father*.
3. *Mr. Jackson* shot the bear.
4. The *bear* was shot by *Mr. Jackson*.

A transitive verb can say the same thing in two ways. It has really two voices.

In 1 and 3 the subjects *Father* and *Mr. Jackson* act; the verbs are in the active voice. In 2 and 4 the sub-



jects *fence* and *bear* are acted upon; the verbs are in the passive voice. A transitive verb is active if the subject acts, and passive if the subject is acted upon. Intransitive verbs lack voice.

A verb that has an object is transitive active. If the subject is acted upon, the verb is transitive passive. Other verbs are intransitive.

### *Practice 3*

Which verbs are active? Which are passive? If a verb is active, show that it has an object. If it is passive, show that the subject is acted upon.

1. Mother sent me to the store.
2. People of culture can be recognized at once.
3. The automobile is shortening the life of our paper money.
4. Ten years ago the city of Rutland, Vermont, planted several hundred acres of waste mountain land in pine.
5. In fairy tales wonders are done by the wave of a wand or of the empty hand.
6. Great advances have been made by radio engineers in the field of short-wave transmission.
7. As many as forty bushels of western white pine cones have been stored in a single spot by one squirrel.
8. A thorough search through the house revealed but one candle.
9. In Asia we find conditions quite different from those in Europe.
10. The city of the future will be immensely affected by air travel.
11. Max gathered some wood for the fire.
12. Several vocal selections were rendered by six girls.
13. A woman of Edinburgh erected a fountain in memory of a dog, Greyfriars Bobby.
14. Washington was worried by the treachery and desertion of General Benedict Arnold.

15. Multitudes of lizards cover these huge boulders.

16. Bob laid down his string of trout and his fishing rod.

17. The race was won by Jim Carter with his little boat,  
*Laurelton*.

18. The monkey stuffed each penny into a tiny pocket in his coat.

### *Changing from Active to Passive*

(Active voice) The quarterback kicked the ball sixty yards.

(Passive voice) The ball was kicked sixty yards by the quarterback.

(Active voice) Down in the shop a strange medley of sounds assailed his ears.

(Passive voice) Down in the shop his ears were assailed by a strange medley of sounds.

The object of the active verb becomes the subject of the passive verb. Some form of the verb *be* is a part of every passive verb phrase: "I *was* told"; "I *had been* told."

### *Practice 4*

Change the active verbs in Practice 3 to passive and the passive verbs to active.

### **Tense**

**Tense means time.** All time is divided into the past, the present, and the future.

**The present tense is used for present time; the past tense, for past time; and the future tense, for future time.**

#### **PRESENT TENSE**

Now I *see*

Now I *go*

#### **PAST TENSE**

Yesterday I *saw*

Yesterday I *went*

#### **FUTURE TENSE**

Tomorrow I shall *see*

Tomorrow I shall *go*

The present perfect tense is used if the action is completed in the present time or extends, at least in its consequences, to the present.

*I have seen. He has gone. We have written.*

The past perfect tense is used if the action was completed before some past time.

*I had seen. He had gone. We had written.*

The future perfect tense is used if the action will be completed before some point in future time.

*I shall have gone. He will have written.*

(Past) The fence *stood* for ten years.

The fence is no longer standing. The standing took place entirely in the past.

(Present perfect) The fence *has stood* for ten years.

The fence is still standing. The standing extends to the present.

(Past perfect) After the fence *had stood* for ten years, it was torn down.

The tearing down took place in past time, and the standing was completed prior to the tearing down.

### *Practice 5*

Explain the difference in meaning between —

1. Mr. Warren (owned, has owned) the Buick for six years.
2. I (lost, have lost) my umbrella.
3. He (lived, has lived) in Forest Hills for twenty years.
4. David (went, has gone) to the concert.
5. Gertrude (studied, has studied) her Latin for an hour.
6. I (give, gave) my brother a dime.
7. I (come, came) home at four o'clock.

## Mood

**Mood is the way in which a verb makes a statement.** The three moods are illustrated in the sentences below.

The indicative mood is used in stating a fact or asking a question.

He *is* brave.

*Is* he brave?

*Have* you read *Smoky, the Cow Horse* by Will James?

The imperative mood is used in commanding or requesting.

*Be* brave.

*Come* to lunch with us.

The subjunctive mood is often used to express a wish or a condition contrary to fact.

1. I wish I *were* in Alaska.

The speaker is wishing. He is not in Alaska.

2. If I *were* in Alaska, I should learn to snowshoe.

The speaker is not in Alaska. He is just supposing. When one supposes what is not true, he uses a condition contrary to fact.

## Conjugation and Time Chart

Conjugating a verb is giving all its forms in order. A good way to become acquainted with the terms used in talking about verbs is by conjugating a verb or preparing a time chart of it. A conjugation is convenient also for reference. A time chart (or synopsis) is an abbreviated conjugation; in each tense of the indicative

and subjunctive only one form is given — for example, the first person singular.

Study the conjugation of *to be* and of *to see* on pages 462–465 and the time chart of *to call* on page 466.

### Practice 6

1. Conjugate *strike* or *teach* in the indicative mood.
2. Conjugate *help* in the indicative mood.
3. Write a time chart of *invite* in the first person singular, indicative mood.
4. Write a time chart of *carry* in the third person singular, indicative mood. Write also the infinitives, participles, and gerunds.

### Principal Parts of Verbs

From the principal parts of a verb — the present tense, the past tense, and the past participle — all other parts or forms are derived. Sometimes the present participle is given as one of the principal parts.

Study the principal parts of irregular verbs on pages 459–461.

Don't drop the *ed* of the past tense of a regular verb: *asked*, *helped*, *started*, *used*. *Said* is the past tense of *say*.

I *asked* Fred yesterday about his mother.

Ralph *helped* to distribute the fruit.

I *used* to live in Vicksburg.

### Practice 7

Insert in each sentence the verb form named. Supply the active voice of a transitive verb unless the passive is asked for.

- ✓ 1. For fifteen hours he (past perfect of *eat*) nothing.
- ✓ 2. The darkness (past of *come*) down quickly.
- ✓ 3. Clifford (past perfect of *become*) tired.
- ✓ 4. I (past of *see*) the championship game.
- ✓ 5. We (past of *run*) to the window to see the parade.
- ✓ 6. I (present perfect of *sing*) in the choir for a year.
- ✓ 7. I (past of *swim*) all the way to the lighthouse.
8. Sidney (present perfect of *choose*) a book for his little brother.
- ✓ 9. He (past of *begin*) the work yesterday.
10. The rabbit (past perfect of *see*) somebody coming toward it.
- ✓ 11. The sled (past passive of *break*) to pieces. *future break*
- ✓ 12. The lake (present perfect of *freeze*).
13. His nerves (past passive of *shake*) by fear.
14. The doorbell (present perfect of *ring*) six times this afternoon.
15. He (present perfect of *run*) around the track three times.
- ✓ 16. Yesterday the pipe (past of *burst*).
17. Father (past of *see*) the sun at midnight from the summit of North Cape.
18. He (past of *become*) known as Corporal Hyde.
19. I (present perfect of *choose*) Latin as one of my electives.
20. Buck (past of *spring*) at the man.
21. Commencement (past of *begin*) promptly at eight o'clock.
22. I (present perfect of *break*) the handle of my hoe.
- ✓ 23. He (past of *say*) *prints*, not *prince*.
24. Uncle Will (past of *come*) straight from the station to our house.
25. I (present perfect of *write*) him a long letter.
26. The colonel (past passive of *wound*) in the Battle of Monmouth.
27. My desk (present passive of *break*).
28. I looked up and (past of *see*) a strange boy watching me.
29. The rats (past passive of *drown*).

30. He (present perfect of *swim*) around the island.
31. He (past perfect of *ride*) on a freight car the entire distance from New York.
32. In some states murderers (present passive of *hang*).
33. Booth Tarkington (present perfect of *write*) many entertaining stories.
34. He (present perfect of *become*) a leader in the legal profession.
35. Heavy, wet snow (past perfect of *fall*) for hours.
36. I (past of *throw*) the ball six times.
37. George (present perfect of *hurt*) his finger.
38. I wish I (past subjunctive of *be*) in Paris.
39. I (past of *know*) that the game (past perfect of *begin*).
40. The dime (past perfect of *fall*) from the thirtieth floor of the Singer Building.
41. George (past of *do*) all his homework before going to the movies.
42. Marion and Helen (present perfect of *go*) to the shore for the summer.
43. Mr. Simpson (present perfect of *give*) the boys many opportunities.
44. He (past perfect of *take*) Sue for a ride.
45. I (present perfect of *show*) you the most attractive exhibits in the school.
46. He always (past of *do*) his best.
47. Our baseball team (past of *beat*) yours 13 to 11.
48. I (past perfect of *go*) to school there for six years.
49. Alice (past perfect of *tear*) her dress on a nail.
50. We (present perfect of *drive*) over a thousand miles this month.

### Practice 8

In sentences about topics of your own choice, use correctly *saw, came, became, began, did, gave, ran, sang, brought, burst, threw, knew, rang, have gone, have done, has seen, is frozen, have come, is broken, is torn, had run, might have known, have eaten, has rung, have written,*



*have given, have taken, have driven, have fallen.* You may use two or three of these in one sentence.

***Mastery Test 8A — Transitive, Intransitive, Active, Passive, Principal Parts, and Conjugation***

Classify the verb in each sentence by placing on your paper after the number of the sentence *t.a.* (transitive active), *t.p.* (transitive passive), or *int.* (intransitive):

1. We climbed the Matterhorn.
2. The book is handsomely bound in bright blue cloth with gold decorations.
3. Mr. Leonard traveled in Europe for six months.
4. Both teachers and students are in favor of the plan.
5. Last summer we had the gayest and happiest vacation of our lives.
6. Pocahontas became a sort of good angel to the settlers at Jamestown.
7. Yellow fever has already been penned up in a few infected districts.
8. The first representative assembly in America met in Jamestown, Virginia, in 1619.
9. Moving pictures have been taken of the slow motion of growth of certain plants.
10. These explorations opened the eyes of the nation to the great value of the Louisiana Purchase.

After the number of the sentence, write the verb form named. Give the active voice of a transitive verb unless the passive is asked for.

11. He (past of *run*) a mile in six minutes.
12. The bell (present perfect of *ring*).
13. At the circus I (past of *see*) a hyena.
14. The rope (present perfect of *break*).
15. He (past perfect of *come*) from Toledo for the fair.

16. Ray Wild (present perfect of *steal*) third base.
17. The little girl's ear (past passive of *freeze*).
18. My French book (past perfect passive of *tear*) to pieces by the pup.
19. My cousin (present perfect passive of *choose*) captain.
20. Soon a policeman (past of *come*) along.

***Mastery Test 8B — Transitive, Intransitive, Active, Passive, Principal Parts, and Conjugation***

Classify the verb in each sentence by placing on your paper after the number of the sentence *t.a.* (transitive active), *t.p.* (transitive passive), or *int.* (intransitive):

1. Good manners must be learned through practice.
2. The conquest of Canada brought to Britain an unusual problem.
3. Circular tree seats are one of the most picturesque forms of garden furniture.
4. By the next morning everything out of doors was encased in ice.
5. Out in the kitchen Molly was beating egg yolks for an omelet.
6. The boat backed out of New Orleans at four in the afternoon.
7. A cold rain and a mournful wind proclaimed the nearness of winter.
8. To this day the Pilgrims are honored for their simple faith in God, their courage, and their devotion to their form of religion.
9. Possibly the greatest triumph of American engineering is the Panama Canal.
10. Late in the afternoon the sun shines merrily through my study windows.

After the number of the sentence write the verb form named. Give the active voice of a transitive verb unless the passive is asked for.

11. Mother (present perfect of *see*) a marked improvement in Eleanor's work.

12. My glasses (past passive of *break*) last Saturday.

13. He (past perfect of *write*) several magazine articles at the age of twenty.

14. He (present perfect of *sing*) that selection many times before.

15. The late bell (present perfect of *ring*).

16. Lefty Day (past of *do*) well on the mound until the eighth inning.

17. My left ear (past passive of *freeze*) last winter.

18. Fido (present perfect of *eat*) Beauty's dinner.

19. By this time the squirrel (past perfect of *see*) me.

20. Jake Flowers (past perfect of *go*) in at second base for Frisch.

### *Sit, Set, Lie, Lay, Rise, Raise*

The principal parts of six troublesome verbs are:

PRESENT TENSE	PRESENT PARTICIPLE	PAST TENSE	PAST PARTICIPLE
sit (have a seat)	sitting	sat	sat
set (place)	setting	set	set
lie (recline or rest)	lying	lay	lain
lay (put down or place)	laying	laid	laid
rise (ascend)	rising	rose	risen
raise (elevate)	raising	raised	raised



I lie down to sleep



I lay down to sleep

*Set, lay, and raise* are, as a rule, transitive verbs; in the active voice they require objects. *Set* is intransitive.

sitive in "The sun is setting" and "He set out on a long journey."

*Sit, lie, and rise* are intransitive; they do not take objects.

Which is correct?

1. He —— the package on the desk. (lay, laid)

The transitive verb *laid* is correct, because *package* is the object of the verb.

2. I —— a long time on the ground. (lay, laid)

There is no object; hence *lay*, the past tense of the intransitive verb, is correct.

### Dog Language

"Lay down, pup; lay down," ordered the man. "Good doggie — lay down, I say."

"You'll have to say 'Lie down,' mister," declared a small bystander. "That's a Boston terrier."

### Practice 9

Insert the correct form of *lay* or *lie*. If you use the transitive active verb, tell what its object is.

1. He has to —— still for two months.
2. Yes, the books, papers, pencils, and magazines are —— on the floor.
3. The snow (present tense of *lie* or *lay*) on the ground only a few inches deep.
4. I —— down for an hour yesterday afternoon.
5. The pattern is then —— on the dress material.
6. Ireland —— west of England.
7. My mother is —— down.
8. For weeks he had —— unconscious.
9. The masons will —— the foundation during the summer.
10. The foundation will be —— during the summer.

11. He had —— his books on the porch and gone out to the barn.

12. He was tired and sleepy and —— down on the deck.

13. Silas found a little child —— there.

14. That queer book has —— on my table for weeks.

15. They found the three boys —— in the shade.

16. Go and —— down, Marion.

17. He has been —— in the sand all afternoon.

18. She has —— there long enough.

19. Trixy saw the two boys —— on the floor.

20. The cabbage leaf withered and —— flat on his head.

21. Mother —— the pattern on the material and cut out the dress.

22. No one (present tense of *lay* or *lie*) in the same position during a whole night's sleep.

### Practice 10

Insert the correct form of *sit* or *set*. If you use the transitive active verb, tell what its object is.

1. He has been —— in that same chair all day.

2. —— the hen on the nest and let her ——.

3. He was —— by the track.

4. We (past tense of *sit* or *set*) down for a half-hour's rest.

5. Have you —— the trap?

6. Where did you —— last year?

7. Last year I —— on the front seat.

8. I have —— on the front seat for two years.

9. Why don't you —— the mousetrap?

10. We (past tense of *sit* or *set*) in the third row of the balcony.

### Practice 11

Insert the correct form of *rise* or *raise*. Give the reason for each choice.

1. Let the dough —— near a warm stove.

2. Why doesn't this bread —— ?

3. He has just —— to the surface of the water.

### Practice 12

In sentences of your own, use correctly the four forms of *lie* (*lie, lay, lying, lain*), the three forms of *lay* (*lay, laid, laying*), the three forms of *sit* (*sit, sat, sitting*), and the two forms of *set* (*set, setting*). You may write a sentence for each form or use two or three forms in one sentence.

### *Shall, Will, Should, Would*

If you form the habit of saying *I shall, we shall, I should, we should*, you will be right nine times out of ten in the first person. If you also learn and apply the rules, you will be right every time.

Study the use of *shall* and *will* in these sentences:

#### FUTURITY

1. I *shall study* this evening.
2. You *will study* this evening.
3. He *will study* this evening.

#### VOLITION

- I *will study* this evening.
- You *shall study* this evening.
- He *shall study* this evening.

What is the difference in meaning between “I shall study this evening” and “I will study this evening”? A person who says *I shall study* means that he expects to study or intends to study; one who says *I will study* means, “I have made up my mind to study and nothing is going to stop me.” Likewise, “You will study this evening” means that you expect to study or intend to study this evening; “You shall study this evening” is a command, an exercise of the will of the speaker. Volition is a convenient name for the exercise of the will of the speaker and includes command, consent, wish, willingness, promise, threat, and determination.

*Simple Future*

To express simple future time use *shall* in the first person and *will* in the second and third.

1. I *shall try* to catch the six o'clock train.

2. I *shall be* glad to have dinner with you at the Shoreham. ("I will be glad to have dinner with you" says that the speaker is determined to be glad, and is nonsense, because one does not determine to be glad to dine.)

3. Our supply of coal *will* probably *last* till March.

NOTE. "I will probably come on Thursday," although not the best usage, is acceptable colloquial English. The rule, however, indicates the practice of most writers.

*Volition*

To express volition use *will* in the first person and *shall* in the second and third.

1. We *will let* you go to the game.

The speakers consent.

2. You *shall receive* the refrigerator before June 1.

The speaker promises.

3. We *will gladly estimate* on the painting of your house.

The speakers express willingness.

4. He *shall answer* for this.

The speaker threatens or expresses determination.

5. You *shall not go* to the movies tonight.

The speaker commands.

*Questions*

In first person questions use *shall*.

When *shall* we start?



*Should, Would*

*Should* is, as a rule, used like *shall*, and *would* like *will*.

1. We *should* like to arrange a game with your team.
2. I *would* meet you in Milwaukee if I could.

Two exceptions are the use of —

1. *Would* for habitual action.

Theodore *would* fall asleep in his Latin class every day.

2. *Should* to express duty.

Everyone *should* drive with the greatest care.

*Practice 13*

Supply the preferred form. Give the reason for each choice.

1. Where — I meet you? (shall, will)
2. I — like very much to have you come to my house on Thursday evening. (should, would)
3. — I erase the board? (shall, will)
4. I — like to have you meet me in Room 210 at three o'clock. (should, would)
5. I — be glad to make his acquaintance. (shall, will)
6. I — like to suggest your trying the Remington. (should, would)
7. I — be glad to buy the tickets. (shall, will)
8. — I help you? (shall, will)
9. When — we reach Houston? (shall, will)
10. We — be able to play on November 25. (shall, will)
11. I — perhaps illustrate my ideas with a drawing. (shall, will)
12. I — like to join the French Club. (should, would)
13. What train — we take to New York? (shall, will)
14. Probably I — be there to meet you. (shall, will)
15. I — appreciate a prompt reply. (shall, will)
16. When — we hold our first rehearsal? (shall, will)

### Practice 14

Explain clearly the difference in meaning between 1 and 2, 3 and 4, and 5 and 6.

1. I shall drown and nobody will help me.
2. I will drown and nobody shall help me.
3. Joseph will mow the lawn today.
4. Joseph shall mow the lawn today.
5. Arthur will not learn to fly.
6. Arthur shall not learn to fly.

### Verb Phrases

If you have studied Latin, Greek, German, or French conjugations, you know that a verb in one of these languages has dozens of forms to express various shades of meaning. Most English verbs have only four or five forms — for example, *take, takes, taking, took, taken*. But the auxiliary verbs, *do, did, is (be, am, are, was, were, been), has, have, had, can, could, may, might, must, shall, should, will, and would*, help the principal verb to express the exact meaning desired. **The verb with its auxiliaries or helpers is called a verb phrase.**

### Progressive Verb Phrases

A progressive verb phrase expresses action going on at the time referred to.

<i>Present</i>	He <i>is building</i> a house.
<i>Past</i>	He <i>was building</i> a house.
<i>Future</i>	He <i>will be building</i> a house.
<i>Present perfect</i>	He <i>has been building</i> a house.
<i>Past perfect</i>	He <i>had been building</i> a house.
<i>Future perfect</i>	He <i>will have been building</i> a house.

Notice that each progressive verb phrase is made up of a form of the verb *to be* and *building*.

*Emphatic Verb Phrases*

Note that the auxiliaries used in emphatic verb phrases are *do* and *did*.

*Present*            I *do intend* to succeed in high school.

*Past*                I *did return* the book to the library.

In questions and with *not*, these verb phrases are commonly used and may or may not emphasize the question or statement.

*Did* you *win* the hundred-yard dash? I *did not win*.

*May, Can*

Use *can* for ability and *may* for permission, probability, or possibility. Although "Can I be excused from this class?" is permissible in conversation, most careful speakers use *may*.

*May* I take a seat nearer the blackboard?

I *can* see the blackboard from this seat.

*Practice 15*

Select the correct or preferred word or expression. Give the reason for your choice.

1. — I be excused from the class? (can, may)
2. — I write this test in lead pencil? (can, may)
3. — your pen? (can I have the loan of, may I borrow)
4. — this book to Mr. Webster? (can I bring, may I take)
5. — you solve the second problem on page 28? (can, may)
6. — I go swimming this afternoon? (can, may)
7. — I have another dish of ice cream? (can, may)

### *Ain't and Other Errors*

*I am not = I'm not; is + not = isn't; are + not = aren't.*

Get into the habit of saying *I'm not, it isn't, they aren't, I haven't, he hasn't*. *Ain't* is always incorrect.



*May have seen, might have seen, must have seen, could have seen, and would have seen* are correct verb phrases. The preposition *of* is never a part of a verb phrase.

"I ought not to go" is correct. *Had* is never placed before *ought*.

**The past participle is used after *have*.**

I could have *driven* to Williamstown that day.

### *Practice 16*

Select the correct word or expression to complete each sentence:

1. He must have — to the golf course. (went, gone)
2. I — pen. (ain't got no, haven't a)
3. Albert — finished reading the poem. (is, has)
4. You — to do it that way. (hadn't ought, ought not)
5. I could — done that job without help. (have, of)
6. — he ever going to be satisfied? (ain't, isn't)
7. Martha may — lost her purse. (have, of)
8. — you finished sweeping? (are, have)
9. — going home now. (I ain't, I'm not)

10. You —— to pay for the lunch. (hadn't ought, ought not)
11. She should —— been more careful. (have, of)
12. They could have —— yesterday. (gone, went)
13. He —— to drive so recklessly. (hadn't ought, ought not)
14. —— Dot going with us? (ain't, isn't)
15. He must have —— the book with him. (taken, took)

### *Mastery Test 9A — Verbs*

Select the correct or preferred word or expression to complete each sentence. On your paper number your answers 1, 2, 3, etc. (Right - Wrong = Score)

1. Father is —— down. (laying, lying)
2. The sprinkler has —— the dust. (laid, lain)
3. Yesterday I —— a long time on the ground. (laid, lay)
4. Mother has —— down to rest. (laid, lain)
5. After cutting down the tree I —— on the stump to rest. (sat, set)
6. How long has he been —— in that chair? (setting, sitting)
7. When —— we reach Detroit? (shall, will)
8. Where —— I meet you? (shall, will)
9. I —— be pleased to confer with you at the hour suggested. (shall, will)
10. I —— probably study electrical engineering in college. (shall, will)
11. You —— to do this. (hadn't ought, ought not)
12. Silas must —— had one of his spells at the time. (have, of)
13. —— I borrow your knife? (can, may)
14. We saw the cat —— in the room. (laying, lying)
15. Having become tired, Odysseus —— down under the bushes. (laid, lay)
16. He could have —— to the party. (came, come)

17. She could have — on a better subject. (spoke, spoken)  
18. I — book. (ain't got no, haven't a)  
19. They were all — around the table. (setting, sitting)  
20. Harold's Latin book has — on the table in Room 107 for a week. (laid, lain)

### *Mastery Test 9B — Verbs*

Select the correct or preferred word or expression to complete each sentence. On your paper number your answers 1, 2, 3, etc. (Right - Wrong = Score)

1. The dog — down on the other end of the raft. (laid, lay)  
2. Robin Hood was — in the water below the bridge. (laying, lying)  
3. I didn't know whether to — still or get up and go to the door. (set, sit)  
4. We — probably arrive in Chicago about noon on Saturday. (shall, will)  
5. The chipmunk must — heard me. (have, of)  
6. There — my hat on the floor. (lays, lies)  
7. I could have — to the assembly. (gone, went)  
8. Fred — to act so impolitely. (hadn't ought, ought not)  
9. Lois, will you please — the basket on the table? (set, sit)  
10. Walter is — under the elm tree. (laying, lying)  
11. — I sit on the front seat? (can, may)  
12. — we make plans now for our next vacation? (shall, will)  
13. Mr. Jolson, this book has been — on Ralph's desk for a week. (laying, lying)  
14. — going with you tomorrow. (I ain't, I'm not)  
15. She — her bundle inside the door. (laid, lay)  
16. Gilbert has — on the couch all afternoon. (laid, lain)

17. We had been —— in the station two hours. (setting, sitting)

18. I —— be glad to see you on Thursday evening. (shall, will)

19. I should have —— Harry clearer directions. (gave, given)

20. For a moment I —— there stunned. (laid, lay)

### Agreement of Verb and Subject

A verb agrees with its subject in number and person. This rule looks simple enough, but is frequently violated. To apply the rule one must first find the subject, then discover the number of the subject. If the subject is a pronoun, one needs to notice also the person. The questions to ask about a sentence are: "What is the subject?" and "What is the number of the subject?"

In each sentence which verb form is correct?

1. There —— no really ambitious men in the village. (was, were)

The subject *men* is plural; hence *were* is correct.

2. Here —— two big elephants. (come, comes)

The subject *elephants* is plural; hence *come* is correct.

3. —— you the only one there? (was, were)

*Were* is right, because the subject *you* always takes a plural verb.

4. Henry —— play on our baseball team. (doesn't, don't)

Because the subject *Henry* is singular, *doesn't* is correct.



*Modifiers*

**Don't be deceived by a modifier after the subject. Search out the subject and make the verb agree with it.** *With, together with, as well as, and including* after subjects are troublemakers.

1. The President with his advisers — in secret session.  
(sit, sits)

*Sits* agrees with the subject *President*.

2. Some other characteristics of Hawthorne's writing — his purity of diction and his imagination. (are, is)

*Are* agrees with the subject *characteristics*.

3. During the night one of the boys — unable to sleep. (was, were)

*Was* agrees with the subject *one*.

4. Marie, not her brothers, — to blame. (are, is)

The verb agrees with the positive subject, not with the negative.

*Practice 17*

Choose the correct verb. What is the simple subject? Show that the subject is singular or plural.

1. — two enough? (is, are)
2. She — know how to solve the problem. (doesn't, don't)
3. There — eleven men on each team. (was, were)
4. His choice of words — commended by the critic. (was, were)
5. Money — make one happy. (doesn't, don't)
6. There — eight towers. (was, were)
7. There just — seem to be any burning desire on the part of the people for my nomination. (doesn't, don't)

8. There — lots of puzzling things in algebra. (is, are)
9. One of Portia's suitors — about to choose a casket.  
(was, were)
10. The improvements in methods of travel and transportation in our city — been very great in the past two or three years. (has, have)
11. The cadets on parade — the principal attraction at West Point. (is, are)
12. This man — seem to care about her. (doesn't, don't)
13. The house with its fine grounds — sold for \$20,000.  
(was, were)
14. — you at home last evening? (was, were)
15. There — only ten short chapters in the book. (is, are)
16. His data — not sufficient for his purpose. (was, were)
17. There — jokes in one section of the magazine.  
(is, are)
18. The description of the characters in *Alice Adams* — excellent. (is, are)
19. The characters of *Adam Bede* — true to life. (is, are)
20. He — play fair in our games. (doesn't, don't)
21. The scenery in the Alps — beautiful. (is, are)
22. The scene of the stories — South America. (is, are)
23. The misspelling of words in reports — easily avoided. (is, are)
24. Assemblies for practicing cheering — needed.  
(is, are)
25. There — to be many ways to improve our school paper. (happens, happen)
26. Tennyson's choice of words — remarkable. (is, are)
27. It — seem right to pick such beautiful flowers.  
(doesn't, don't)
28. The Cavendishes, an aristocratic English family, — shipwrecked on a desert island. (was, were)
29. Where — the samples? (is, are)
30. The description of the costumes — remarkably good. (is, are)

31. In "The Highwayman" there — several word pictures. (is, are)

32. Sherlock Holmes with his friend Dr. Watson — seated in the living room. (is, are)

33. Altogether there — twelve rules to follow. (is, are)

34. The three boys chosen to act in the play — Wilbur, Harry, and Arthur. (was, were)

35. The earnings of the company for the year — low. (is, are)

36. Europe, as well as America, — interested in the treaty. (is, are)

37. Civics — studied in our high school. (is, are)

38. There — two clauses in the sentence. (is, are)

39. It — make any difference. (doesn't, don't)

40. Falling inflections in speech or reading — completed thought. (denotes, denote)

41. There — some crabs crawling around the bottom of the boat. (was, were)

42. Tact, as well as knowledge, — needed. (is, are)

43. It — look right. (doesn't, don't)

44. There — no positions open for musicians. (was, were)

45. There — a few flies in the house. (was, were)

46. — you ever in Los Angeles? (was, were)

47. Elmer — care to carry on his father's business. (doesn't, don't)

48. The new requirements for graduation — preferable to the old. (is, are)

49. All the goddesses but one — invited to the festival. (was, were)

50. Two coats of paint — to be put on the house and the garage. (was, were)

### *And*

Which is correct?

Murray and I — the tackles on our football team. (is, are)

The compound subject *Murray and I* means two people; hence the plural verb *are* is correct.

**As a rule, compound subjects connected by *and* take plural verbs.**

*Exception.* A compound subject that names one person, thing, or idea is singular.

Apple pie and cheese *is* my favorite dessert.

The organizer and manager of our football team *is* also the best player on the team.

### ***Or, Nor***

Which is correct?

1. Either Arthur or Ralph — first in the class. (stands, stand)

Because the subject *Arthur or Ralph* means one, not both, the singular verb *stands* is correct.

**Two singular subjects connected by *or* or *nor* take a singular verb.**

2. Either Punch or the cats — eaten the meat. (has, have)

Because this sentence means that either one dog has eaten the meat or two or more cats have eaten it, the verb *have* agrees with the nearer subject *cats*.

(Better) Either Punch has eaten the meat, or the cats have.

(Right) Either you or I *am* mistaken.

(Better) Either you are mistaken, or I am.

### ***Plural in Form but Singular in Idea***

Which is correct?

1. *The Pickwick Papers* — written by Dickens. (was, were)

*The Pickwick Papers* is one book; hence *was* is correct.

2. Two thirds of his time for study — spent on Latin and algebra. (is, are)

*Is* is right, because two thirds is one part of his time.

3. Twenty-five dollars — an excessive price for the bicycle. (is, are)

Twenty-five dollars is one sum of money; hence *is* is correct.

4. The United States — the world in the manufacture and use of automobiles. (leads, lead)

*Leads* is right, because the United States is one country.

### *Each, Every, and Similar Words*

1. *One* of the boys on our basketball team *is* sick.

2. *Neither* of the boys *knows* the answer to the conundrum.

3. *Every* girl and boy *belongs* to the Better English Club.

*Each, every, either, neither, anyone, anybody, everyone, everybody, someone, somebody, no one, nobody, one, many a, and a person* take singular verbs.

### *Collective Nouns*

Which is correct?

1. The committee — ready to present its report. (is, are)

2. The committee — discussing all phases of the question. (is, are)

The collective noun *committee* is the name of a group. In sentence 1, because the group is thought of as a unit, the singular verb *is* is correct. In 2 the individuals are thought of; hence the plural verb *are* is required.

A collective noun takes a singular verb when the group is thought of as a unit and a plural verb when the individuals are thought of.

*Practice 18*

Choose the correct verb. What is the simple subject? Show that the subject is singular or plural.

1. Each of the actors — thoroughly prepared for his performance. (was, were)
2. Courage and loyalty to our country — needed. (is, are)
3. Neither of us — invited. (was, were)
4. Each of the Queen's daughters — different from her sisters. (is, are)
5. His posture and articulation — good. (is, are)
6. Each of the washing machines — two important parts. (has, have)
7. There — of course a piano and other instruments in the room. (is, are)
8. Nobody in the two classes — able to do that example. (was, were)
9. At home each of us — made it a practice to speak softly. (has, have)
10. The cheering squad — doing all in their power to have the cheers circulated about the school. (is, are)
11. Each of the girls — rewarded. (was, were)
12. A yellow sweater and a black skirt — a suitable outfit for either of the girls. (was, were)
13. The homework and the attendance — then checked. (was, were)
14. A group of houses — built at the south end of Stone Pond. (was, were)
15. Neither of us — at the aviation meet. (was, were)
16. The description and word choice in the composition — also good. (is, are)
17. Neither of these precautions — taken by the Fire Department. (was, were)
18. Either Kate or her sister — coming. (is, are)
19. Every one of the players — practicing and training for the game. (is, are)

20. Ten dollars — too much for that pair of shoes. (is, are)

21. The stenographer and typist — looking for a position. (is, are)

22. Every pupil in the class — prepared his lesson. (has, have)

23. In this play the shifting tackle and the guard — out of the line to protect the man carrying the ball. (comes, come)

24. The next — a little group of songs by Schubert. (is, are)

25. The government — investigating the strike. (is, are)

26. Among the entertainers — the school glee club and the band. (was, were)

27. Your answer and mine — quite different. (is, are)

28. School spirit and its value — been often spoken of in the assembly. (has, have)

29. Bread and milk — a wholesome lunch. (makes, make)

30. Neither of them — changed much in recent years. (has, have)

31. The number of failures in the class — surprisingly small. (was, were)

32. The poems and plays of Goldsmith — worth reading. (is, are)

33. — Dr. Howland and his two daughters sail for Bermuda today? (do, does)

34. — mathematics difficult? (is, are)

35. Stockton's *Buccaneers and Pirates of Our Coast* — about famous pirates. (is, are)

36. The audience — able to understand you. (isn't, aren't)

37. — each of the travelers to tell four adventure stories? (was, were)

38. His labor and time — not been wasted. (has, have)

39. One of the firemen — reached the boy in the third-story window. (has, have)

40. Neither John nor his brother — a high school graduate. (is, are)



*Practice 19*

Jot down errors you hear in the use of verbs, and bring them to class. Be ready to correct the sentences and to give a reason for each change.

*Mastery Test 10A — Agreement of Verb and Subject*

Select the correct word and on your answer paper write it after the number of the sentence: (Right — Wrong = Score)

1. Never before — there been so many veterans left from the team of the previous year. (has, have)
2. The sound of the *Idylls of the King* — very pleasing to the ear. (is, are)
3. In — more artists to the meeting of the club. (comes, come)
4. The mispronunciation of such words as *being* and *mints* — common. (is, are)
5. The two chief causes of the frequent use of slang — laziness and habit. (is, are)
6. The lines about speaking no slander — worth memorizing. (is, are)
7. Dorothy — play golf. (doesn't, don't)
8. — there not enough words in the English language for us to express our ideas without resorting to slang? (is, are)
9. The style of the author of these poems —. (varies, vary)
10. — this pencil belong to you? (doesn't, don't)
11. The class — in their seats. (is, are)
12. Neither the mother nor her daughter — been found. (has, have)
13. One of the twins and her sister — a mortgage on the farm. (holds, hold)
14. Your pitching and hitting in the championship game — very good. (was, were)

15. Each of the boys — an important part in the play. (has, have)
16. Everyone else in the house — sleeping. (was, were)
17. Throughout the play Portia's wit and cleverness — displayed. (is, are)
18. *Watchers in the Woods* — written by Dallas Lore Sharp. (was, were)
19. Thirty dollars — collected in our school for the Red Cross. (was, were)
20. The committee — unable to agree on a chairman. (is, are)

### ***Mastery Test 10B — Agreement of Verb and Subject***

Select the correct word and on your answer paper write it after the number of the sentence: (Right — Wrong = Score)

1. James and I — ready to go home. (was, were)
2. It — seem right to let this chance go. (doesn't, don't)
3. Neither Helen nor Marion — to be in a hurry. (seem, seems)
4. — you there? (was, were)
5. There — forty-nine cows in the field. (was, were)
6. One of my sisters — married. (are, is)
7. He — come to our house any more. (doesn't, don't)
8. My leg and my arm — badly bruised. (was, were)
9. The doors of the room — locked. (was, were)
10. Each of you — invited to contribute. (are, is)
11. The committee — signed their names to the report. (has, have)
12. The present display of advertisements on billboards — often a public nuisance. (are, is)
13. Every one of the campfire girls — present. (was, were)
14. My aunt and uncle and cousin from Cincinnati — visiting us. (was, were)

15. One of Barnum's tricks — painting an elephant white. (was, were)
16. Three fourths of his time — wasted. (are, is)
17. There — hundreds and hundreds of people going on the excursion. (was, were)
18. Five dollars — too much for that hat. (are, is)
19. The committee — handed in its report. (has, have) ^
20. The votes for president — being counted. (are, is)

### PARTICIPLE, GERUND, AND INFINITIVE

Forms of the verb that do not make statements, ask questions, or give commands are called verbals. Verbals, like verbs that say, ask, and command, take objects and predicate nominatives and are modified by adverbs.

The three classes of verbals are participles, gerunds, and infinitives. See pages 463, 465, and 466.

#### Participle

A participle is a form of the verb that is used as an adjective. It is *part* adjective and *part* verb. The participle only names the action; it does not make a statement or ask a question.

#### Practice 20

Find the participles in the following, and prove that they are participles:

##### *Examples:*

1. Foreign lands *owned* and *governed* by a nation are called colonies or possessions.

*Owned* and *governed* are participles from the verbs *own* and *govern* and are used as adjectives to modify the noun *lands*. (*Called* is part of the verb *are called*.)

2. The elephants are on their way to new *feeding* places.

*Feeding* is a participle from the verb *feed* and as an adjective modifies the noun *places*.

3. *Having done* everything possible for the sick man, Roger settled down by the fire.

*Having done* is a participle from the verb *do* and as an adjective modifies the noun *Roger*.

1. Having sensed the nearness of water, the camels broke into a clumsy gallop.

2. Deep pits covered with jungle grass and vines are used as traps for wild animals.

3. Two white swans sailed toward us, preening their feathers and twisting their vain heads from side to side.

4. At the sound of the whistle Towser came to Bud's side, nuzzling into his master's hand and whining softly.

5. Tortoises found on the Galapagos Islands are often over one hundred years old.

6. Have you running water in your cottage?

7. The banana comes to you sealed by nature in a germ-proof cover.

8. Now we see cars of every make parked near these cherry orchards and their occupants gathering the ripe cherries.

9. Barton loved these quiet evenings spent in front of the snapping fire listening to old Pete's exciting stories.

10. From the one hundred second floor of the Empire State Building, New York City seems a curiously hushed fairyland of twinkling lights.

### *Punctuation*

**If a participial phrase is at the beginning of a sentence, it is followed by a comma.**

Standing by the window, Bob Williams gave his report.

Having completed his second term as president, George Washington retired to Mount Vernon.

Led by their strong prince, they had crossed the river.

*Practice 21*

Punctuate the following sentences:

1. Stepping cautiously Salt descended into the cave
2. Hiding in the tall grass near the trail a lion was waiting for a wild horse for his dinner
3. Keeping one eye on the ship I struck out toward the village
4. Rising from the runway at the Oakland airport we headed across San Francisco Bay in the direction of the Golden Gate
5. Kneeling on some large flat rocks along the bank of the stream several women are busily washing clothes
6. Looking toward the summit of the mountain Marie saw her father and brother

*Using Participles*

Participles help us to vary our sentences, save words, and make our speech and writing more pleasing.

(Good) Having played baseball for three hours, Jim was tired and hungry.

(Poor) Jim had played baseball for three hours. He was tired and hungry.

(Good) Exiled from his native land, he went to Paris to watch the French Revolution.

(Poor) He was exiled from his native land, so he went to Paris to watch the French Revolution.

*Practice 22*

In each of the following there are two statements. Improve each by substituting a participial phrase for one of the statements. Place a comma after a participial phrase at the beginning of a sentence.

1. I was tired, so I went to bed early.

2. In the game the Cardinals made fourteen hits. These included a home run by Moore.

3. He took with him a hand motion-picture camera. This was completely enclosed in a watertight steel case.

4. Her sleek black hair was admired by all. Her hair was plainly combed.

5. A school of porpoises followed us for hours. They first gamboled on one side of the ship and then on the other.

6. A tall man came into the room. He was dressed in rough working clothes.

7. Mrs. Ramsey had never felt any desire for education, so she had no interest in her son's study.

8. George Young started out with fifty-two strokes to the minute. He later cut this to forty-five.

9. She has reached the mature age of nineteen, so she is old enough to be a camp counselor this summer.

10. El Paso doubles its population every ten years in the midst of the deserts of Texas, Arizona, and New Mexico. The city is built on sand and sunshine and foreign trade.

### *Practice 23*

Making use of a participle in each sentence, build ten good sentences about books read, subjects studied, vacation, games, moving pictures, camping, hiking, travel, or work at home. (The ordinary pupil in grades seven to twelve uses only half as many participles as the average adult.)

#### *Dangling Participles*

(Right) Weeding my garden, I was startled by my neighbor's dog.

(Confusing) I was startled by my neighbor's dog weeding my garden.

The sentence seems to say that the dog was weeding the garden. Who was *weeding my garden*? What does *weeding* modify?

(Right) Messages written in code were brought to the camp by homing pigeons.

(Confusing) Messages were brought to the camp by homing pigeons, written in code.

Although *written* seems to modify *pigeons*, your common sense tells you that this is impossible. What, then, was *written in code*? What does *written* modify?

If a participle dangles because there is no word to which it is firmly attached, we may get rid of the participle, place it near the word it modifies, or put into the sentence some word for it to modify.



(Right) When I tore open the envelope, a small slip of paper fell out.

(Confusing) Tearing open the envelope, a small slip of paper fell out.

The sentence seems to say that *a small slip of paper* tore open the envelope. Of course the reader can guess the meaning.



### Practice 24

Correct the following sentences. When you use a participle, tell what word it modifies.

1. Being a warm night, Joe and Frank slept outdoors.
2. Having been in storage for two years, I expected to find my furniture dusty and dull.
3. Riding briskly along the bridle path, the soft breeze blew through Emily's hair.
4. Looking out of my window, an organ grinder and monkey attracted my attention.
5. Being a difficult sport to learn, good skiers are known the world over.
6. I found a letter written by my great-grandmother leafing through the pages of an old album.
7. Running through the woods, a fallen tree tripped me.
8. Pushing the button, the light instantly flooded the room.
9. Standing on the deck of the *Carinthia*, the royal palace of Stockholm could be seen.
10. Having played tennis for two hours, the tall glasses of iced lemonade were very welcome.
11. The poet tells of the faces seen walking up and down Broadway.
12. Having burned for more than an hour, we began to despair of saving the house.

### Gerund

A gerund is an *ing* form of the verb that is used as a noun. A gerund is sometimes called a "verbal noun." The gerund, like the participle, only names the action; it does not make a statement, give a command, or ask a question.

Notice on page 465 that the gerunds have the same form as the *ing* participles.

*Practice 25*

Find the gerunds, and prove they are gerunds:

*Examples:*

1. *Seeing* the other person's point of view is the straight and narrow path to the salesman's success.

*Seeing* is a gerund, because it is a form of the verb *see* and is used as the subject of the verb *is*.

2. The Yankees won the second contest today after *losing* the first.

*Losing* is a gerund, because it is a form of the verb *lose* and is used as the object of the preposition *after*.

1. To our surprise Dixie received the prize for bringing in the largest trout.

2. The sound of the human voice is produced by forcing air from the lungs past the vocal cords.

3. Spraying fruit trees with chemicals prevents their destruction by insects.

4. The slapping of the waves against the hull and the whining of the wind through the sails lulled us to sleep.

5. Airplanes are now used in photographing areas of land, in locating forest fires, in carrying mail and passengers, and in advertising.

6. In a radio studio the sound effect of a locomotive is produced by whisking a steel brush over parallel wires.

7. The chattering of a dozen red squirrels and the cawing of a crow alone broke the deep stillness.

8. Compressed air is used in laying foundations under water, in riveting bolts, and in inflating automobile tires.

*Case of Modifier*

Which form is preferable?

1. I have just heard of — winning the essay contest.  
(you, your)

*Your* is preferable; it modifies the gerund *winning*.

2. We were surprised at — coming home so soon.  
(him, his)

*His* is preferable; it modifies the gerund *coming*.

### Infinitive

An infinitive is a verb form with *to* used as a noun, an adjective, or an adverb.

It was easy *to see* the reason for his popularity.

The wee Japanese miss left her home in Tokio *to come* to this country for an advanced education.

*To* is commonly omitted after *bid*, *dare*, *need*, *see*, *make*, *let*, *hear*, *please*, *feel*, *help*, and sometimes after a few other verbs.

You need not *go*.

I heard him *sing* over the radio.

Please *come* to the meeting.

### Practice 26

Find the infinitives:

1. In the 1790's it cost twenty-five cents to send a letter five hundred miles.

2. The only way to have a friend is to be one. — EMERSON

3. Madame Curie was the only person to receive the Nobel prize twice.

4. A brisk breeze made the sails crack and snap and rattle like wooden chains.

5. Fred let me use his sled.

6. Projections like wings on the seeds of the maple tree enable the wind to carry them away to fertile ground.

7. Ability to create a favorable first impression and to get on with people is a salesman's most important asset.

8. To serve as cabin boy on Captain Jonathan's big clipper ship was Davy's ambition.

9. In 1825 the English Parliament was asked, in the cause of safety, to limit the speed of locomotives to nine miles an hour.

10. The clever parrot had been trained to whistle songs, answer questions, and carry on an intelligent conversation.

11. Sir Joseph Lister was the first to apply antiseptic methods to surgery.

12. Enoch jumped to a gun and helped the crew load and fire.

## SECTION 6

# CORRECT ADJECTIVES, ADVERBS, AND PREPOSITIONS

### Comparison of Adjectives

Most adjectives have three forms.

Robert is *sad*.

Tony is *sadder* than Robert.

Fred is the *saddest* of the three.



*Sad*, the positive degree, merely names the quality; the comparative degree *sadder* denotes that one has a higher degree of the quality than another; the superlative degree *saddest* denotes that one has more of the quality than any other compared or has the quality in the highest degree.

1. Adjectives of one syllable and some adjectives of two syllables form the comparative and the superlative by adding *er* and *est* to the positive.

tall

taller

tallest

happy

happier

happiest

2. Adjectives of three or more syllables are compared by prefixing *more* and *most* to the positive.

remarkable      more remarkable      most remarkable

3. Many adjectives of two syllables form the comparative and the superlative by prefixing *more* and *most* to the positive.

helpful	more helpful	most helpful
helpless	more helpless	most helpless

Some two-syllable adjectives are compared in both ways.

tired	tireder	tiredest
tired	more tired	most tired

4. Several adjectives are compared irregularly.

POSITIVE	COMPARATIVE	SUPERLATIVE
bad, evil, ill	worse	worst
good	better	best
much, many	more	most
near	nearer	nearest, next
far	farther	farthest
little	less, lesser	least
late	later, latter	latest, last

5. It is illogical to compare words like *round*, *square*, *straight*, *complete*, *perfect*, *white*, and *black*. If a line is straight, another cannot be straighter. If a man is square, another cannot be squarer. Yet "He is the squarest man I ever saw" and "My line is straighter than yours" are correct sentences. Here *squarest* means *most nearly square*, and *straighter* means *more nearly straight*.

Adjectives like *endless*, *equal*, *daily*, *single*, *unique*, *unanimous*, and *every* are not compared.

**Practice 1**

Compare *odd, feeble, joyful, little, gentle, late, beautiful, strange, good, bad, happy, tactful, healthy, honest, far, near, much*.

**Comparison of Adverbs**

1. Most adverbs end in *ly* and form the comparative and superlative by prefixing *more* and *most* to the positive.

clearly            more clearly            most clearly

2. Adverbs which do not end in *ly* commonly add *er* and *est* for the comparative and the superlative.

fast            faster            fastest  
soon            sooner            soonest

3. Several adverbs are compared irregularly.

POSITIVE	COMPARATIVE	SUPERLATIVE
well	better	best
ill, badly	worse	worst
little	less	least
much	more	most
late	later	latest, last
near	nearer	nearest, next

**Double Negative**

**Avoid the double negative.** The negative is not used with *hardly, scarcely, and only*, or with *but* when it means *only*.

(Right) I can't think of a better way to express the idea.

(Wrong) I can't think of no better way to express the idea.

(Right) I have hardly time for my music.

(Wrong) I haven't hardly time for my music.





### *Practice 2*

Pick out the correct word or expression to complete each sentence, and give a reason for the choice:

1. I haven't done —. (anything, nothing)
2. The Greeks didn't have — sympathy with defeated enemies. (any, no)
3. Tennyson tells us not to speak —. (slander, no slander)
4. For entertainment hardly — surpasses the radio. (anything, nothing)
5. I hadn't done — of my work. (any, none)
6. I won't tell —. (anybody, nobody)
7. I — only a little of my homework done. (have, haven't)
8. He didn't say — about the accident. (anything, nothing)
9. I — money. (ain't got no, haven't any)
10. The chicken doesn't break her eggs — more. (any, no)
11. There — but one bank in the town. (is, isn't)

12. They didn't have — king to rule over them.  
(any, no)

13. He never harmed —. (anybody, nobody)

14. We — hardly see the speaker. (can, can't)

15. We didn't have — butter or eggs. (any, no)

### *This, That, These, Those*

*This* and *that* are singular and modify singular nouns; *these* and *those* are plural.

(Right) Don't buy this kind of shoes.

(Wrong) Don't buy these kind of shoes.

Say *this boy*, not "this here boy"; *that boy*, not "that there boy." The adverbs *here* and *there* cannot modify a noun.

### *Practice 3*

Select the correct word or expression to complete each sentence, and give a reason for the choice:

1. How did you get — job? (this, this here)
2. It is not easy to overcome — kind of difficulties.  
(that, those)
3. I like — kind of apples. (this, these)
4. Is — girl the one? (that, that there)
5. What do you know about — kind of people? (that, those)
6. — is my office. (this, this here)
7. Where can I buy — kind of pencils? (that, those)
8. The ball went right into — pipe. (that, that there)
9. I never read — kind of books. (that, those)
10. — girl came from Drum Hill Junior High School.  
(this, this here)

### *A, An, The*

Use *a* before consonant sounds and *an* before vowel sounds. Think of sounds, not letters. *An hour* is right because the *h* is silent.

**Repeat the article before a second word in a series for contrast, clearness, or emphasis.**

He is painting the house and *the* garage.  
He has traveled in the South and *the* West.

**Omit the article after *sort* and *kind*.**

(Right) I don't like that sort of book.  
(Colloquial) I don't like that sort of a book.

**Say *a half hour* or *half an hour*, not "a half an hour."**

(Right) We had only a half hour for lunch.  
(Wrong) We had only a half an hour for lunch.

### *Practice 4*

Pick out the correct or preferred word or expression in each sentence, and give a reason for the choice:

1. He is — honest man. (a, an)
2. What kind of — is that? (a book, book)
3. The spelling of the possessive and — of verb and subject are important. (agreement, the agreement)
4. Go east on Main Street for a half —. (block, a block)
5. We waited for a half —. (hour, an hour)
6. The Wallaces were glad to return to —. (United States, the United States)
7. The president and — gave their reports. (treasurer, the treasurer)
8. Which of the suits do you like better, the gray or —? (blue, the blue)
9. Our house has a new and — part. (an old, old)
10. The secretary and — was complimented for his efficiency. (the treasurer, treasurer)
11. That sort of — is not permitted by the new football rules. (a pass, pass)

**Demonstrative Adjective and Personal Pronoun**

Which is right?

1. Them boys can't shoot baskets at all.
2. Those boys can't shoot baskets at all.

You know of course that *those* is right. *Them*, a pronoun in the objective case, cannot modify the noun *boys*. But have you formed the habit of saying *those boys, those tickets, those books, those things, those girls?*

***Them* never modifies a noun.**

**Confusion of Adjective and Adverb**

Which is right?

1. Ray White pitched —— today. (good, well)

*Good* is an adjective; *well*, an adjective or an adverb. The adverb *well*, the right word, modifies the verb *pitched*.

2. Harry always speaks —— . (correct, correctly)

The adverb *correctly* modifies the verb *speaks*.

3. Father has bought a —— good used car. (real, very)

The adverb *very* modifies the adjective *good*. *Real good* and *some better* are colloquial or doubtful usage.

**Use an adverb to modify a verb, an adjective, or an adverb.**

*Slow, loud, quick, cheap, right, wrong, clear, ill, well, deep, hard, high, long, and fast* are used as adjectives or as adverbs.

(Right) Drive *slow* within city limits. Try *hard*. The robin sang *clear* and *loud*. (Of course "Drive slowly" is also correct.)

*Predicate Adjective*

What does each italicized word do in the sentence?

1. Dave's face was *white*.

*Dave's face was* is incomplete. The adjective *white* completes the meaning of the verb *was* and describes the subject *face*.

2. The boat looked *unseaworthy*.

*Unseaworthy* completes *looked* and describes *boat*.

**An adjective which completes the predicate and modifies the subject is called a predicate adjective. Which word is correct?**

She looks —— in a blue dress. (beautiful, beautifully)

*Beautiful* is a predicate adjective after the verb *looks*.

**After *be, become, grow, seem, appear, taste, smell, sound, look, and feel*, use a predicate adjective to describe the subject.**

(Right) The girls looked *pretty* in their white dresses.  
The violets smelled *sweet*. Daffodils in a garden look *gay*.

*Practice 5*

Complete each sentence by adding a predicate adjective:

*Examples:*

1. The grass grows —— along the brook.  
The grass grows *tall* along the brook.
2. The screened porch looked ——.  
The screened porch looked *cool*.

1. The spray from the waves felt —.
2. After a brisk game of tennis a glass of cold lemonade tastes —.
3. Marie looks — tonight.
4. Sizzling bacon smells —.
5. The thunder of the waterfalls sounds —.
6. This red-cheeked apple tastes —.
7. Desert air grows — at sundown.
8. Tom always appears —.
9. The lake looks —.
10. The knock in our automobile motor sounds —.

### *Practice 6*

Pick out the correct word. Tell what the word chosen modifies.

1. Every pupil should act — both in the halls and in the classrooms. (courteous, courteously)
2. We can lift that log —. (easy, easily)
3. This car runs —. (good, well)
4. Can you pronounce all the common words in the English language —? (correct, correctly)
5. His master acts —. (queer, queerly)
6. The younger daughter helped her father to live —. (happy, happily)
7. This daily practice will help you express your ideas — and —. (easier, more easily) (clearer, more clearly)
8. I did — in our last English test. (good, well)
9. He at times acted — toward everybody. (cruel, cruelly)
10. They are not known — enough. (good, well)
11. The adventure ended — for all. (happy, happily)
12. He speaks fast and —. (careless, carelessly)
13. Student government is working out fairly — in our school. (successful, successfully)
14. I am living — in a two-room apartment. (comfortable, comfortably)

15. You can swim — enough to reach the dock. (good, well)
16. Don't those red roses look — on the dining room table? (beautiful, beautifully)
17. Does she play tennis —? (good, well)
18. Her sentences were written —. (careful, carefully)
19. The dog has protected his master — all these years. (faithful, faithfully)
20. He fought very — that day. (brave, bravely)

### *Mastery Test 11A — Adjectives and Adverbs*

Select the correct or preferred word or expression to complete each sentence, and on your answer paper write this word after the number of the sentence: (Right - Wrong = Score)

1. I can't find my book —. (anywhere, no place)
2. Marie likes — kind of stories best. (that, those)
3. The Louvre has a new and — part. (old, an old)
4. A glacier is a kind of —. (river, a river)
5. The secretary and — was praised for his good work. (treasurer, the treasurer)
6. Jefferson is the sort of — to imitate. (man, a man)
7. Admiral Byrd has flown over the North and — Pole. (South, the South)
8. How long did it take — boys to get their tennis court ready? (them, those)
9. It is — hot today. (real, exceedingly)
10. Mother is — better today. (some, somewhat)
11. We started the season — by winning the first and the second game. (good, well)
12. After studying the subject of capital punishment I think — about it. (different, differently)
13. Do you like — kind of boys? (that, those)
14. I like — book very much. (this, this here)
15. There — but one church in the village. (is, isn't)
16. I — hardly get my breath. (could, couldn't)
17. We haven't — school today. (any, no)



18. Let us wait —— an hour. (half, a half)
19. Telephones are often used —— . (careless, carelessly)
20. Everybody certainly treated us —— . (good, well)

### *Mastery Test 11B — Adjectives and Adverbs*

Select the correct or preferred word or expression to complete each sentence, and on your answer paper write this word after the number of the sentence: (Right - Wrong = Score)

1. —— girls have been in camp only a week. (them, those)
2. What kind of —— are you reading? (a book, book)
3. She was treated very —— at the orphanage. (cruel, cruelly)
4. Where can one buy —— kind of gloves? (that, those)
5. I found —— book lying on the teacher's desk. (this, this here)
6. He is —— honest man. (a, an)
7. The secretary and —— was re-elected. (the treasurer, treasurer)
8. The weather is —— warmer today. (some, somewhat)
9. He could —— no farther. (not run, run)
10. During the term I have improved —— in sentence structure. (some, somewhat)
11. Frances did her work —— . (good, well)
12. —— kind of apples you will find it hard to get. (these, this)
13. Go south on Park Avenue for about a half —— . (a block, block)
14. There —— hardly anybody at the picnic. (was, wasn't)
15. We are —— fortunate in having such a fine school. (real, really)
16. The towering mountains in the distance look —— . (beautiful, beautifully)
17. The village church and —— are beyond the ridge. (schoolhouse, the schoolhouse)

18. Ruth usually speaks very ——. (distinct, distinctly)
19. I haven't done ——. (anything, nothing)
20. Father didn't like my dinner ——. (either, neither)

### Correct Prepositions

Which is the correct preposition to fill each blank?

1. Teddy jumped — the lake, rescued his brother, and carried him — the cottage. (in, into) (in, into)

*Into* is usually used for motion from one place to another — bank to lake, outside the cottage to inside, for example.

2. I bought the radio set — Jack Wilson. (from, off, off of)

*From* is correct.

3. Keep — the grass. (off, off of)

*Off* is correct.

4. Someone was standing — me. (back of, behind, in back of)

*Behind* is literary English; *back of*, colloquial; *in back of*, childish.

5. — absence from school I failed French. (because of, due to)

The two words *because of* are used as a preposition. *Due* is an adjective and is correctly used in the sentence "My failure in French was due to absence from school." In this sentence *due* is the predicate adjective after the verb *was*.

6. We enjoyed ourselves — California. (at, in)

*In* is correct. *At* is used when a place is thought of as a mere local point.

*Practice 7*

In each sentence select the correct or preferred preposition. When in doubt, look up in a dictionary the meaning and use of the prepositions.

1. There are many churches — Brooklyn. (at, in)
2. We spent the summer — France. (at, in)
3. About four o'clock — the afternoon we started home. (in, of)
4. To escape the storm we went — the public library. (in, into)
5. The correct way to form the sound is to place the tongue — the teeth. (back of, in back of, behind)
6. I took the tray — him. (off of, off, from)
7. The people — us had a large police dog. (back of, in back of, behind)
8. From the rock he threw the sword — the lake. (in, into)
9. You should get a transfer — the conductor. (from, off, off of)
10. — the house is a crumbling fort. (back of, in back of, behind)
11. Then we went — the dining room. (in, into)
12. For three years we lived — Chicago. (at, in)
13. After the next play the coach sent me — the game. (in, into)
14. — poor health he found work in the open air. (because of, due to)
15. Keep — the ice wagon. (off, off of)
16. — Murray's poor start he was beaten in the race. (because of, due to)
17. The daily papers are full — accounts of preventable accidents. (of, with)
18. West Point is fifty miles — boat, train, or automobile from New York City. (by, with)
19. The story concludes with the young gentleman back — his home town. (in, at, to)

20. About five feet — us was perfectly dry ground.  
(back of, in back of, behind)

21. Just before the basketball game the players met —  
the gymnasium for final instructions. (at, in)

22. Tickets for the concert may be obtained — the  
secretary. (from, off, off of)

### *Mastery Test 12A — The Simple Sentence*

Select the correct or preferred word or expression to complete each sentence, and on your answer paper write this word or expression after the number of the sentence: (Right - Wrong = Score)

1. Between you and — his reply to my letter surprises me. (I, me)

2. Sickness was the cause of — leaving school. (his, him)

3. — the failure of his father's business he left school.  
(because of, due to)

4. Everyone studied — lesson thoroughly. (his, their)

5. That's an — long English lesson. (awful, extremely)

6. Stella is on the — basketball team. (girls, girl's, girls')

7. Everyone should plan — day to include both study and play. (his, their)

8. Peter the Great and his men — down and waited till night. (laid, lay)

9. I — probably spend a week in Miami. (shall, will)

10. The best way to correct these mistakes — to prepare more carefully. (is, are)

11. Neither Harold nor Arthur — solved the problem.  
(has, have)

12. I planned — him in August. (to see, to have seen)

13. I can't answer — kind of questions. (that, those)

14. There — hardly anybody at the committee meeting.  
(was, wasn't)

15. After a half — hard work we got the rabbit.  
(hour's, an hour's)

16. The slave trader handled Tom rather —. (rough, roughly)

17. Catherine — home from Los Angeles yesterday.  
(came, come)

18. *Tales of a Wayside Inn* — a group of interesting stories. (are, is)

19. The committee — unable to agree on a speaker.  
(are, is)

20. Who wants "Thrills in the Air" for — topic? (his, their)

21. Alfred went to — in Chicago. (junior high school, Junior High School)

22. Helen told Mildred and — where to hide in the park. (I, me)

23. Five minutes later I was — on the sand. (laying, lying)

24. He — to waste his time in school. (hadn't ought, ought not)

25. There — many museums in New York City. (are, is)

### *Mastery Test 12B — The Simple Sentence*

Select the correct or preferred word or expression to complete each sentence, and on your answer paper write this word or expression after the number of the sentence: (Right - Wrong = Score)

1. Margaret has invited you and —. (I, me)

2. I carried it on my back —. (easily, easy)

3. A person should make up — mind to speak correctly.  
(his, their)

4. My — name is Skippy. (dogs, dog's, dogs')

5. How many — are there in New York City? (high schools, High Schools)

6. Father will be delighted to hear of — swimming the length of the pool. (me, my)

7. Please go with James and ——. (I, me)
8. Everyone did — best. (his, their)
9. I — was glad to see my mother. (sure, surely)
10. Father told me to — out straight in the water.  
(lay, lie)
11. We — probably go to the game. (shall, will)
12. Why — he let the boy ride? (doesn't, don't)
13. The staging and the lighting of the opera — handled  
by Miss Grace Lucia. (was, were)
14. — girls are going to hike to camp on Saturday.  
(us, we)
15. O'Brien was — asleep on the deck. (laying, lying)
16. There — about fifty knights on each side. (was,  
were)
17. I — to America six years ago. (came, come, have  
come)
18. He looked at me but — not a word. (said, says)
19. — rain the game was called after the fifth inning.  
(because of, due to)
20. One of those houses — struck by lightning. (was,  
were)
21. Neither Jim nor Walter — going swimming. (are,  
is)
22. We waited for a half — and then went without  
him. (an hour, hour)
23. I — hardly lift this battery. (can, can't)
24. How do you like — kind of stories? (these, this)
25. You — to tease Tommy. (hadn't ought, ought not)

## SECTION 7

# COMPOUND AND COMPLEX SENTENCE

## COMPOUND SENTENCE

A compound sentence is made up of two or more simple sentences.

A brisk breeze filled the sails, and the schooner was soon far out at sea.

Two simple sentences are joined:

1. A brisk breeze filled the sails.
2. The schooner was soon far out at sea.

The simple sentences joined to form a compound sentence are called principal clauses.

A clause is a part of a sentence that has a subject and a predicate.

Co-ordinate conjunctions connect words, phrases, and clauses of equal rank. Principal clauses are of equal rank. The co-ordinate conjunctions commonly used to connect the clauses of a compound sentence are *and*, *but*, *or*, and *nor*.

For a simple diagram of a compound sentence, separate it into its principal clauses and draw one line under a subject word and two lines under a predicate verb.

1. Finally they reached the top, and a beautiful view stretched before them.

Finally they reached the top  
and  
a beautiful view stretched before them



2. Bring in some fresh flowers from the garden, and I will arrange them.

Bring in some fresh flowers from the garden

and

I will arrange them

*You* understood is the subject of the first clause.

### *Practice 1*

In the manner just shown diagram the following compound sentences:

1. Slim had never gone to school, but he could add a column of figures in a flash.

2. We had heavy downpours in the morning, but it cleared gloriously in the afternoon.

3. At sundown the tournament ended, and then the great feast began.

4. Flowers require little space, and the smallest dwelling may have its garden.

5. War is expensive, and it does not satisfactorily settle disputes.

6. Mildred has already spent three months on this ranch, but the sight of a pony still frightens her.

7. For a few moments the flashlight flickered feebly, but finally we were left in pitch darkness.

8. Slip your hand under the victim's chin, and use a side stroke to bring him to shore.

9. A nimble, red-nosed clown did somersaults on the edge of the seal tank, but the sleek brown seals paid no attention to him.

10. The last steer had been herded into the freight train, and the tired cowboys rode slowly back to the ranch.

### **How to Recognize a Compound Sentence**

You can always divide a compound sentence into two or more good sentences.

1. The wheels churned the mud, but the automobile only sank deeper in the ditch.

a. The wheels churned the mud.

b. The automobile only sank deeper in the ditch.

Hence the sentence is compound.

2. The leopard and the jaguar snarled at the trainer but didn't harm him.

If we divide this sentence at *but*, "didn't harm him" is not a complete sentence. Hence the sentence is not compound. The sentence is simple but has a compound subject, *leopard* and *jaguar*, and also a compound predicate, *snarled at the trainer* and *didn't harm him*.

Silver and spangles sparkled on Magda's costume. [Simple sentence with compound subject.]

Magda's costume was made of pink gauze and was covered with spangles. [Simple sentence with compound predicate.]

Silver and spangles sparkled on Magda's frilly costume and shone on her tiny slippers. [Simple sentence with compound subject and compound predicate.]

In the circus there were many horseback riders, but I liked Magda best. [Compound sentence.]

### Practice 2

Which two sentences are compound? Which two are simple sentences with compound subjects? Which two simple sentences have compound predicates? Which two have compound subjects and compound predicates?

1. The barns, chicken houses, and tool sheds were painted white.

2. I just whispered to Joe and Roger and they followed me.

3. A butler and a maid took my wraps and conducted me up the broad staircase.

4. Many blind people do farm work or make baskets, rugs, and brooms.

5. Behind us the igloos and the group of Eskimos dwindled into black specks.

6. Brownies are junior Girl Scouts, and their troops are active in Girl Scout work.

7. Oxygen is tasteless and has no color or odor.

8. The old man and his wife looked troubled but said not a word.

### Punctuation

As a rule, a comma is used between the principal clauses of a compound sentence if they are joined by a conjunction. Conjunctions used to connect the clauses of a compound sentence are *and*, *but*, *or*, *nor*, *so*, *yet*, and *while* (meaning *but*). In a very short sentence the comma may be omitted.

	and	
	but	
	or	
<u>Principal clause</u>	, nor	<u>Principal clause</u>
	so	
	yet	
	while	

The circus parade filled us with excitement, and our hearts beat to the rhythm of the brass band.

The robins have flown south, but the sparrows still twitter on the bare tree branches.

Yale rooters cheered but the Harvard men groaned. [No comma is necessary in this sentence of eight words.]

NOTE. Either the comma or the semicolon may be used when *so*, *yet*, or *then* connects principal clauses.

If there is no conjunction between the principal clauses of a compound sentence, place a semicolon between them. First, make sure that the sentence is

compound. Then, if the principal clauses are not connected by *and*, *but*, *or*, *nor*, *so*, *yet*, or *while*, use a semicolon between them. In this use the semicolon is a weak period; a period is permissible.



Principal clause ; Principal clause

The Brooklyn Bridge has four thick cables; each can support 12,000 tons.

Mercury expands with heating; therefore it rises in the thermometer with an increase in temperature.

Animals born in captivity are often weak and sickly; they do not have the resistance of jungle-bred beasts.

### *Practice 3*

Punctuate the following compound sentences and give a rule for each mark inserted:

1. South Africa is not a manufacturing country but it is rich in minerals

2. Character is like a fence it cannot be strengthened with whitewash

3. Plan your work then work your plan

4. One is poor and without friends while the other is rich and aided by a powerful family

5. Summer began officially yesterday at 12:07 P.M. but shoppers were grateful for heavy coats and furs

6. Iron and water are forms of matter they occupy space

7. The motorcycle whirled by and slowed down in front of the roadster with one hand the state trooper motioned the riders to stop

8. A fish breathes in oxygen through its gills while man inhales it through his lungs

9. The soldiers were without food or tobacco therefore the morale of the regiment was low

10. The robin makes a nest of mud and grass or thin fiber the eagle heaps a bunch of twigs together for a nest

11. The bright days of summer and the bracing days of autumn passed quickly then came the first threats of winter

12. The Juvenile Court deals with criminals under eighteen years of age therefore its first aim is to prevent further crime

13. Irrigation is used on many farms in fertile areas but it is an absolute necessity in desert regions

14. The cloudless sky was a brilliant blue yet the newspapers had predicted rain for the day

15. Infection is the entrance of harmful germs into the body while disinfection is the destruction of these germs

16. A cushion of fat behind the eye protects it from injury and eyelashes protect it from dust

17. The wind rose suddenly to a hurricane violence lightning struck vividly in a clump of trees a hundred yards away

18. The Japanese have made an art of arranging flowers and each method of arrangement has a special meaning

19. The beautiful city of Santa Fe has many modern office buildings and homes but its older section was built over three hundred years ago

20. By day we hid our canoe and slept by sundown we started again

### COMPLEX SENTENCE

A subordinate clause is used like a noun, an adjective, or an adverb. *Subordinate* means of lower rank. A subordinate clause is lower in rank than a principal clause and, as a rule, does not make complete sense when removed from the sentence.

A complex sentence has one principal clause and one or more subordinate clauses.

## ADJECTIVE CLAUSE

**An adjective clause modifies a noun or a pronoun. It is used like an adjective.**

1. Sandy performed a *difficult* dive. [Adjective.]
2. Sandy performed a dive *which was difficult*. [Adjective clause.]
1. In this experiment use a *soft iron* magnet. [Adjective.]
2. In this experiment use a magnet *of soft iron*. [Adjective phrase.]
3. In this experiment use a magnet *which is made of soft iron*. [Adjective clause.]

## Relative Pronoun

**The relative pronouns *who*, *which*, and *that* attach adjective clauses to their antecedents. The other commonly used relative pronoun, *what*, never has an antecedent.**

1. Heaven will not help the man who *will not act*.

The relative pronoun *who* connects the italicized adjective clause with the noun *man*. *Who* is used instead of the noun *man*. In other words, *man* is the antecedent of *who*.

2. The cheetah is a species of leopard which *is taught to hunt deer*.

The relative pronoun *which* connects the italicized adjective clause with the noun *leopard*. *Leopard* is the antecedent of *which*.

3. Willie doesn't know what *he wants*.

The relative pronoun *what* connects the italicized subordinate clause with the principal clause, but has no antecedent.

*Who* has three forms:

<i>Nominative</i>	who
<i>Possessive</i>	whose
<i>Objective</i>	whom

## How to Find an Adjective Clause in a Sentence

In each of the following sentences the adjective clause is in smaller type. The arrow shows what noun or pronoun the adjective clause modifies. The simple subject is underscored. There are two lines under a predicate verb.

- Concrete highways have opened up farming regions which were formerly inaccessible.

Concrete highways have opened up farming regions  
which were formerly inaccessible

- These are the flies whose sticky footpads carry germs.

These are the flies  
 whose sticky footpads carry germs

- This dingy hut was the place she called home.

This dingy hut was the place  
she called home

The relative pronoun *which* is omitted.

- This is the house where the first American flag was made.

This is the house  
 where the first American flag was made

In this sentence *where* connects the adjective clause with the principal clause.



*Practice 4*

In the way just shown write the adjective clause under the principal clause. Draw an arrow from the adjective clause to the word it modifies. Draw one line under each simple subject and two lines under each predicate verb.

1. A boy who knows lifesaving can use that knowledge winter or summer.

2. Christmas is a time when almost any pleasant thing can happen.

3. Then came a stiff breeze that quickly blew the cloud of dust away.

4. The Shenandoah Valley, where snow fell last fortnight, is bright today with drifts of apple blossoms.

5. I'll never forget that first game I pitched for the high school.

6. I never tired of searching the beach for the pretty shells that washed ashore.

7. In newspaper work one meets so many interesting persons who are doing worth-while things.

8. The starch that is manufactured by plants is one of the necessities of life.

9. The puppies which had not been fed any milk for two months remained small, sickly, and irritable.

10. We scoured every wood where the treasure might have been hidden.

11. Thirst is the means which nature has provided to remind us of the body's need for water.

12. Caffeol is the oil in the coffee bean which gives coffee its delicious odor.

13. Boys ten years old who lead active lives need about 2,200 calories a day.

14. Food which is eaten in pleasant surroundings is usually easily digested.

15. Diamonds, which are the hardest substance known to science, are valuable as cutting instruments.

## Correct Relative Pronouns

**Who** refers chiefly to persons.

Rip's laziness annoyed his wife, *who* continually scolded and nagged him.

**Which** refers to animals or things.

The keeper showed us a white mouse *which* had made friends with a poisonous tree snake.

Perkins had only a chunk of bread *which* the natives had given him.

**That** refers to persons, animals, or things.

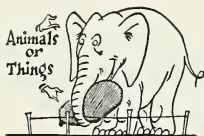
Unhappy is he *that* has no friends.

The humming bird is the only bird *that* can really fly backward.

A huge tank *that* occupied several hundred square feet housed fifty king crabs and two ugly cuttlefish.



**Who**



**Which**



**That**

**What** never has an antecedent.

(Right) On Walnut Avenue, George first saw the dog *which* followed him home.

(Wrong) On Walnut Avenue, George first saw the dog *what* followed him home.

### Practice 5

Fill each blank with the correct pronoun. Give a reason for your choice.

1. The small boys — were playing ball in the street were stopped by a policeman. (what, who)

2. The man —— I am going to describe is Sydney Carton. (which, whom)

3. The firemen —— were trying to rescue the boy soon had the ladder in place. (what, who)

4. Yesterday I saw a motion picture —— I shall never forget. (what, which)

5. Myrtle and Elaine are the girls —— have volunteered to type our newspaper. (which, who)

6. The guanaco is one of the most graceful animals —— I have ever seen. (that, what)

7. Down the road came three men, two of —— were running. (which, whom)

8. One of the Indians —— guided our party was a descendant of the great Sitting Bull. (that, which)

9. Roscoe was the only lead dog —— Peterson could trust with such an inexperienced sled team. (that, whom)

10. Nathan Hale was the only volunteer —— Washington could send into British territory. (which, whom)

### Practice 6

In good sentences use *who*, *whom*, *which*, *what*, and *that* correctly as relative pronouns.

### Using Adjective Clauses

One way to vary sentences and avoid the stringy type is by using adjective clauses. Often a complex sentence with an adjective clause is better than two short sentences or a compound sentence. The less important ideas should be in phrases or subordinate clauses.

(Adjective clause) The gypsy laughed and struck up a lilting tune, *which sent the dancers flying to their places*.

(Two sentences) The gypsy laughed and struck up a lilting tune. This sent the dancers flying to their places.

(Adjective clause) Neon signs, *which are used extensively for advertising*, consume very little electric current.

(Compound sentence) Neon signs are used extensively in advertising, and they consume very little electric current.

### Practice 7

Using the ideas and most of the words after each number, write one good sentence with an adjective clause. Underscore the adjective clause.

1. Boris had served the people faithfully for years. Yet he was soon forgotten.

2. They covered the distance to shore and found a cliff. They could not climb the cliff.

3. Our trek over the great snow passes of the Himalayas was a long and hard one. It finally led us to the "Roof of the World."

4. The coast of Maine is dotted with many islands and the most important of these is Mt. Desert.

5. Baseball is now a popular sport with the Filipino and Japanese sugar men. It has supplanted the old brutal sport of cock fighting.

6. In one hand the magician held a stick and a net was fastened to the end of it.

7. The most marvelous part of the Holland Tubes is the ventilating system. This had to be built to combat the danger of carbon monoxide from the exhausts of autos.

8. Dr. Michelson devised a method of measuring stars. He measures the diameter of the sun at 866,000 miles.

9. Every evening we hid in the bushes to watch the graceful deer. These animals came in herds to drink from the pool.

10. During the night a baby elephant ran away. In the morning thirty-six men brought the elephant back.

11. One of the first patriots of Scotland was Sir William Bruce. His deeds have been celebrated from his day to this in many stirring poems and stories.

### ADVERB CLAUSE

**Most adverb clauses modify verbs; some modify adjectives or adverbs.** In other words, an adverb clause is used like an adverb.

1. Bobbie ran *swiftly*. [The italicized adverb modifies the verb *ran*.]

2. Bobbie ran *as if a bear were after him*. [The italicized adverb clause modifies the verb *ran*.]

### How to Recognize an Adverb Clause

**A subordinate conjunction connects a subordinate clause with a principal clause.** *As if* is the subordinate conjunction in sentence 2.

Commonly used subordinate conjunctions are:

after	before	provided	though	whenever
although	for	since	till	where
as	how	so that	unless	whether
as if	if	than	until	while
because	lest	that	when	why

An adverb clause —

- (1) has a subject and a predicate;
- (2) modifies a verb, an adjective, or an adverb;
- (3) commonly begins with a subordinate conjunction;
- (4) as a rule, does not make complete sense when removed from its sentence.

In the following diagrams the adverb clauses are in smaller type. The arrow shows what word the adverb clause modifies. The simple subjects are underscored. There are two lines under each predicate verb.

1. The Seminole Indians of the Florida Everglades still live as they did hundreds of years ago.

The Seminole Indians of the Florida Everglades still live  
 as they did hundreds of years ago

2. The American game of intercollegiate football is younger than the national game of baseball.

The American game of intercollegiate football is younger  
 than the national game of baseball

The predicate of the adverb clause is *is* understood.

### *Practice 8*

In the way just shown write the adverb clause under the principal clause. Draw an arrow from the adverb clause to the word or words it modifies. Draw one line under each simple subject and two lines under each predicate verb.

1. I could swim across the creek when I was six years old.
2. As I came around the corner of the cabin, the little coyote ran like a streak to the farthest end of the line.
3. Americans of every class have more spare time than the people of any other nation in the world.
4. I always rejoice when I find a youngster beginning to puzzle seriously over his life work.
5. The bakery now sells better bread than many young women can make.
6. When a blizzard covered the landscape with four feet of snow, we organized a snowshoe party to Sage Gorge.
7. While the dogs crunched their frozen salmon outside, I cooked my meal of caribou meat by candlelight.
8. The trail grew steeper and more treacherous as we progressed.
9. When we were in Switzerland we climbed Rigi Kulm.
10. When Gertrude was three years old, she could paddle around in the water by herself.
11. During the summer, night flying may be practiced

with very little trouble in northern Russia, since darkness lasts for only two and one-half hours.

12. Every Sunday autos lined the crossroad from dawn until dark while the holiday crowd gathered flowers in the woods.

13. Because buses can be easily managed in traffic, they are rapidly supplanting surface cars almost everywhere.

14. As she entered the front door, she saw an overcoated figure at the foot of the stairs.

15. We didn't use ink in our school because our inkwells were often frozen by the intense cold.

### Punctuation

**If the adverb clause is at the beginning of the sentence, put a comma after it.**

*If we don't stay together, we shall all be lost in this fog.*

*As you sit by your camp fire, doubtless you will want to discuss with your guest some of our present-day problems.*

The comma may be omitted after a restrictive introductory clause, especially a short one.

*When we reach Tucson we will stop for dinner.*

**Always use a comma before *as*, *since*, or *for* when the clause gives a reason.**

Buffaloes are carefully protected, *as the species is almost extinct.*

Steel has replaced iron, *since it is stronger and lighter.*

It is difficult to lay a transoceanic cable, *for the ocean is in some places 12,000 feet deep.*

### Practice 9

Punctuate the following sentences. Give a reason for each mark you use.

1. Although the statement may seem absurd there are class distinctions among tramps



2. When one goes to sea in a small boat many things have to be left behind
3. If Sandy is put in the yard for any length of time he scales the fence
4. When one is sailing among these treacherous coral reefs a lighthouse is a cheering sight
5. I read every new Booth Tarkington book for he is my favorite author
6. When they reached the site of Ogden the Mormons built rude log cabins
7. Ruth declined the presidency of the Dramatic Club since she hadn't time for this extra work
8. The tiniest monkey however lay shivering in a corner for it had caught a cold during the trip
9. While we were watching the bears in the Bronx Zoo a big brown one decided to take his morning bath
10. Just as we were leaving Springfield a county sheriff stepped out in front of us and held up his hand
11. This koala preserve is well stocked with eucalyptus trees as the tiny koalas live only on eucalyptus buds
12. This flow of air is called a land breeze since it blows from the land toward the sea
13. After liquid glass has been cooled to a pasty consistency it is blown into the shape of bowls glasses and vases
14. Marie Bowman had charge of the meeting for she is the president of our class club

### Using Adverb Clauses

Do you start every sentence with the subject and its modifiers? One way to break this bad habit and secure variety in letters and reports is by beginning some sentences with adverb clauses.

(Adverb clause first) Because recreation is one of the foundations of health, the company has provided tennis courts and a handball court for its employees.

(Compound sentence) Recreation is one of the founda-

tions of health, so the company has provided tennis courts and a handball court for its employees.

(Adverb clause first) After I had ransacked my room to no avail, I went up to the attic to search.

(Compound sentence) I had ransacked my room to no avail, and I went up to the attic to search.

### *Practice 10*

Change each compound sentence into a complex sentence beginning with an adverb clause:

1. At midnight we flew over Philadelphia, but we could not see a building or a light.

2. We were driving along the country road, and a rabbit ran in front of our car.

3. They had no mother, so their aunt took care of them.

4. Sylvia is a rapid typist, but in her work there are many errors in spelling and punctuation.

5. The water was too cold for swimming, so we climbed the mountain just behind our hotel.

6. Last evening I read an article in *Time*, and I had to think hard to understand it.

7. Taste-buds are found only in the mouth, so we cannot taste food after swallowing it.

8. He was planning to take an engineering course, so he took all the mathematics taught in high school.

9. Rainfall is heavy along the Gulf coast, so fruit trees and vegetables grow well there.

### *Practice 11*

Write eight good complex sentences about books, moving pictures, sports, studies, vacation, hobbies, pets, or exciting experiences. Draw a solid line under an adjective clause and a dotted line under an adverb clause.

## NOUN CLAUSE

**A clause used like a noun is a noun clause.**

(Subject) *That germs of the most dangerous kind stick to paper money* has been proved by scientists.

(Predicate nominative) One reason for his success is *that he is trustworthy*.

(Direct object) Massasoit promised *that he and his warriors would keep peace with the colonists*.

(Object of preposition) Sandy left plenty of provisions for *whoever might care to stay at the cabin for a week end*.

[The noun clause is object of the preposition *for*. *Whoever* is subject of the verb *might care*.]

(Apposition) It is true *that soap does not make a rich lather in hard water*. [The noun clause is in apposition with the pronoun *it*.]

*Practice 12*

Using a noun clause in each, write six sentences in which you give facts you have learned in school this year. Underscore the noun clauses.

*Example:*

My science teacher explained that the expansion of the gas in yeast makes dough rise.

**Punctuation and Capitalization of Quotations**

Many quotations are noun clauses.

**Quotation marks enclose a direct quotation.**

1. "Be careful!" shouted my father. [An exclamation point follows the quoted exclamation.]

2. "Shall I take my skates?" asked Bruce. [A question mark follows the quoted question.]

**Use a comma to set off a short direct quotation.** The preceding question and exclamation are exceptions to this rule.

3. "It's the simplest locomotive in the world to operate," said the engineer.

4. Al whispered, "The bear is going away now."

5. "At least," said Jane, "we have a good watchdog."

6. "The second great event of my early life," said she, "was my first interview with General Washington."

When a quotation is broken by an expression like *said Jane*, two pairs of quotation marks are needed. Notice that *we* in 5 and *was* in 6 begin with small letters. Note also that the quotation marks follow the commas and the periods.

**Put a period after introducing words placed between two sentences.**

7. "There is no need to watch," said the Hessian sentinels. "There will be no attack on Christmas night."

What the sentinels said was two sentences:

There is no need to watch.

There will be no attack on Christmas night.

When you enclose the two sentences in quotation marks, you still have two sentences.

### *Practice 13*

Punctuate and capitalize these direct quotations. Give a reason for each punctuation mark or capital inserted.

1. Who goes there asked the sentinel
2. I hardly know how to tell you said Margaret
3. Marie said this is just the kind of job I enjoy

4. The crocodile said Paul Eipper has neither tongue nor saliva glands and must take to the water to swallow its food

5. Where did you learn to speak French so fluently asked Mr Mason

6. With a heart full of gratitude and love said General Washington I now take leave of you

7. What have we here asked Robin Hood

8. We bought a lily and set it in a sunny window said Helen Keller very soon the pointed buds showed signs of opening

9. General Warren said to his minutemen don't fire till you see the whites of their eyes

10. You have just time to get to your class said Mr Lorry don't waste a minute

11. From shore said Grace rowing looked very easy to us

12. From the rock they shouted to us have you found the trail yet

13. The most perplexing of these problems said Mr Singstad was that of ventilating the tunnel

14. How has modern transportation affected our lives asked Miss Parsons

15. Some of the tame bears wouldn't let us pass said Mr Corry they wanted some of our chocolate candy

16. Sit down and calm yourself said Dr McIntyre quietly

17. It's last night all over again he said crowds are again being turned away from the ticket office

18. The mate asked shall we send up some signal rockets

19. Many of our presidents have been famous lawyers said Robert

20. Stenographers and bookkeepers are often called white collar workers explained Jeanne

## SECTION 8

### SENTENCE SENSE

Have you learned the difference between a sentence and a sentence fragment and between one sentence and two sentences?

#### *Test 13A (Diagnostic) — Sentence Sense*

*Examples:*

1. Do you know that Kansas City is one of the leading railroad centers in the country it is the headquarters also of an immense meat-packing industry

2. Hoping that you will visit us during either your Christmas or your spring vacation

*Answers:*

1 — 2

2 — 0

The 1 — 2 shows that number 1 is two sentences. The 0 indicates that number 2 is not a sentence.

*The test:*

Indicate by 0, 1, 2, or 3 the number of complete sentences in each of the following. On your paper place a dash between the number of the example and the answer.

1. Penrod is a queer sort of child it seems as if the only pleasure he got out of life was in misbehaving

2. If air is removed from the siphon either by filling the tube with water or by sucking the air out

3. Have you ever wanted to read a book that was different from other books a book that does not have a beautiful

girl for its heroine and that does not make the heroine the belle of the ball

4. For instance the scene in which Dr Grenfell is the only living object on an expanse of ice

5. The new members of the Press Club are purchasing pins the pins are silver with the word *Journalism* in blue enamel the pupils who were members of the club last year already have their pins

6. The next ball pitched was over the plate and Babe knocked a line drive between Pepper Martin and Watkins both players ran after the ball as fast as they could but neither touched it

7. Thanking you again and hoping I haven't inconvenienced you in any way

8. The waves breaking over the rocks along the coast and the white foam that shot up out of the water from the terrific impact of the waves

9. Have you read *Rebecca of Sunnybrook Farm* the story of a carefree little girl who lived with two maiden aunts it was written by Kate Douglas Wiggin

10. Three characters of *Tom Sawyer* are Tom a mischievous lad with a lively imagination Huckleberry Finn a homeless boy who is Tom's friend and Aunt Polly

### Phrase, Subordinate Clause, and Sentence

A phrase has neither subject nor predicate; a clause has a subject and a predicate. A sentence or a principal clause contains a subject and a predicate and needs no introductory word; a subordinate clause, except a direct quotation, needs an introductory word either expressed or understood. A sentence makes complete sense — really says something — when standing alone; a subordinate clause, as a rule, does not.

Relative pronouns and subordinate conjunctions introduce subordinate clauses. The commonly used relative pronouns are *who*, *which*, *what*, and *that*.



### *Practice 1*

Which of the following are phrases? Subordinate clauses? Sentences?

1. One of the world's largest ocean liners, the *Normandie*, which has a length over all of 1,027 feet, about a fifth of a mile.

2. The *Normandie* is one of the world's largest ocean liners.

3. Sailing across the Atlantic Ocean in a ship four blocks long.

4. In the game played at the Yankee Stadium with Oregon State Agricultural College.

5. When New York University played Oregon State Agricultural College in the Yankee Stadium.

6. The score was 25 to 13 in favor of the Westerners.

7. Just as the whistle blew for the kickoff at the beginning of the second half of the game between Thomas Jefferson and Technical.

8. In the second half Ken Marsh kicked off for Technical.

9. Having kicked the ball out of bounds on Thomas Jefferson's ten-yard line.

10. Dallas is a leading market for farming implements.

11. Because we did not reach Dallas till Saturday evening about nine o'clock and were tired and hungry.

12. In Dallas located in the heart of a rich farming and grazing district in the northeastern part of the Texas prairies.

### Sentence Fragment

Pupils sometimes incorrectly use periods and capitals for incomplete sentences or sentence fragments. If you are not sure whether you have written a sentence, ask yourself, "Have I said something?"

There are three important kinds of sentence fragments to avoid.

*No Verb*

(Right) *Ivanhoe* tells about the Normans and Saxons and the outlaws of Sherwood Forest.

(Wrong) *Ivanhoe* tells about the Normans and Saxons. Also the outlaws of Sherwood Forest.

(Right) Howard Pyle has written some good stories — for example, *Men of Iron*, *Merry Adventures of Robin Hood*, and *Otto of the Silver Hand*.

(Wrong) Howard Pyle has written some good stories. For example, *Men of Iron*, *Merry Adventures of Robin Hood*, and *Otto of the Silver Hand*.

Many authors occasionally use sentence fragments intentionally. Perhaps your teacher will not object to your using now and then a sentence fragment if you place an asterisk (\*) before it and write "sentence fragment" at the bottom of the page. But first make sure that you always know a sentence fragment when you see it.

*Practice 2*

What is the sentence fragment in each of these?  
Correct.

1. We first sailed to Bermuda. Then to Cuba and Porto Rico.

2. Following them were men carrying flags. Flags of all colors, flags of all nations, but mostly United States flags.

3. In *The Merchant of Venice*, Portia shows her character in three ways. By her faith in Bassanio, by her treatment of unwelcome suitors, and by her treatment of Shylock.

4. In any high school there are at least three more or less distinct classes of boys. The students, the athletes, and the shirkers.

5. We first visited Naples. Then Florence, Venice, and Rome.

6. My hobby now is collecting things. Stamps, coins, leaves, and curious stones.

*Participle, Gerund, and Infinitive*

Participles, gerunds, and infinitives do not make statements or ask questions and therefore never take the place of the verb of the sentence.

(Sentence) He is a friend worth having.

(Sentence fragment) A friend worth having.

(Sentence) A column for mothers with young babies tells them the right and the wrong foods for infants.

(Sentence fragment) A column for mothers with young babies telling them the right and the wrong foods for infants.

*Practice 3*

Correct the following. Show that in each of your sentences there is a verb that makes a statement.

1. As an illustration let us take a very common occurrence. Our getting to school on time in the morning.

2. At eight o'clock I left my French homework for a ride in the park with the family. Intending to finish it later.

3. Lewis and Murray took part in the play. Lewis being the hero and Murray the villain.

4. Soon we shall have something to take the place of buses. And something to take the place of elevators.

5. As the ship sailed silently on toward South America, John was sending messages to the rest of the world. The only means of communication with land being his 60-meter short-wave set.

6. An old hotel famed for its comfort, its excellent cuisine, its setting, and its opportunity for summer sports.

*Subordinate Clause*

Most sentence fragments have verbs that make statements. These verbs, however, are in subordinate clauses.

(Sentence) My second reason is that the prince was a barbarian.

(Sentence fragment) Second, because the prince was a barbarian.

(Sentence) Dr. J. W. Gray of Baltimore is spending the summer in Nova Scotia.

(Sentence fragment) Dr. J. W. Gray of Baltimore, who is spending the summer in Nova Scotia. [The clause beginning with *who* is an adjective clause modifying *Dr. J. W. Gray*.]

### Practice 4

Correct the following. If necessary, supply a subject and a verb to make a principal clause. Pick out the simple subject and the verb of the principal clause in each correct sentence.

1. I found a good friend in Tom Grogan. One whom I shall never forget.

2. Everyone should come out to see the game between the seniors and the juniors. The date of which will be announced later.

3. Rex proved to be a great pal to all of us, and we were very much attached to him. Till one sad day our happiness was turned to grief.

4. I have recently read an entertaining and informing book by John Muir. The title of which is *The Story of My Boyhood and Youth*.

5. Then the pupils sang the school song. After which they went back to their classrooms for the next recitation.

6. The first step is to learn to articulate one's words. That is, to speak with distinctness the sounds of which a word is composed.

7. Bill Smith had will power, courage, and grit. All qualities which helped to make him a success in later years.

8. It was a cold, bleak morning in September. Cold and bleak because the steady drip-drip-drip of the raindrops sent shivers crawling up and down one's spine.

9. *Heidi* is the story of a merry little girl that brings

cheer everywhere she goes. *Penrod* of a boy of eleven who is normally a kindhearted boy, but may be sullen, lighthearted, wretched, or contented, according to his moods.

10. Lions howling at night along the river bank, their huge pad-marks in the sand when you go for an early dip before the barge pushes off.

### *Test — Sentence Fragment*

Show that you know the difference between a sentence and a sentence fragment by writing on your paper after the number of each example  $\frac{1}{2}$  for a sentence fragment or 1 for a sentence:

1. Because Prince John wanted to rule England
2. I used to run to school every day
3. Lincoln who helped his father from the time he was six years old till he went into business for himself
4. It was a sprinting start
5. Where they live how they live and what they eat
6. Jimmy's usual cheery spirits were at a low ebb
7. That she cannot afford to pay for the medicine needed
8. Because Ben Gunn tries to help Jim by frightening the pirates
9. During my vacation I spent two weeks in camp
10. Wretched nobles and bloodthirsty commoners driven mad by want and starvation
11. The bees leaving me just as I got to the house
12. Sweeney made Gene stop training
13. A battle to the death between a crocodile and a black panther
14. Martha glanced out of the window
15. Three minutes yet to play
16. Write legibly
17. Also to put Prince John and his friends into prison
18. The flag is still floating over the fort
19. The original edges of the cloth woven so that they won't ravel
20. How to catch the wily trout and the sharp-toothed pike and pickerel

### Comma Sentence

If a sentence ends with a comma or no punctuation mark and the next one begins with a small letter, the error is called a comma sentence or a run-on sentence. The failure to use periods, question marks, and capitals is a serious fault, because it shows inability to recognize a sentence.

(Two sentences) What do you think of our baseball team? It hasn't lost a game yet.

(Comma sentence) What do you think of our baseball team, it hasn't lost a game yet.

(Two sentences) Your letter came today. It was good to hear from you.

(Comma sentence) Your letter came today it was good to hear from you.

### *Semicolon and Small Letter*

A semicolon is used between the principal clauses of a compound sentence if there is no conjunction between them (see pages 391-392). When in doubt, use the period and the capital.

Instantly the tumult started; the men yelled and beat upon tom-toms and trees.

I have many friends; among them are Esther, Estelle, and Gladys.

### *Practice 5*

Punctuate and capitalize the following. Draw one line under the subject word and two lines under the verb of every simple sentence or principal clause.

1. When Dr Jekyll changed his form he called himself Mr Hyde as Mr Hyde he was very dangerous

2. Jim hit a low ball over the first baseman's head it struck at least a foot inside the foul line

3. I believe Wilbur innocent why don't you secure substantial evidence before you accuse anyone

4. I have sixty tropical fish in a tank last year I had only three pairs of them

5. Do not delay send your order today

6. It took me a half hour to mend the stocking neatly how I wished that I had taken a minute in the morning to fix that little run

7. As you know my name is George Lange I was born in Memphis and lived there for three years

8. Well just wait till we play you again we'll knock you right out of the championship race

9. The Indian called for water it was Deerslayer who got the water for him

10. When you get to the climax make it thrilling don't end with a long dull conclusion

11. Concentration has a great deal to do with studying if a person does not concentrate upon the subject he does not learn it

12. While the pirates were looking for the treasure a voice was heard in the trees above this frightened them

13. After sitting down at my desk I open my book to the page I am going to study I read it over and then think what I have read

14. Robinson Crusoe was on a sailboat which was wrecked he was the sole survivor

15. Zane Grey's style of writing is free and easy he puts a humorous incident in to relieve the tension of a sad part

16. Hit the ball and run to first base if the pitcher catches the ball you are out

17. What kind of book is it Agnes is it a mystery story

18. Suddenly Tim finds the ball in his hands he grasps the situation in an instant and starts down the field using the good old one-hand dribble

19. On the top of a decayed branch of the tree I saw a woodpecker feebly struggling coming closer I saw that a bullsnake had wrapped itself around the bird and was slowly squeezing it to death

20. If a man lacks ambition he will not amount to much



if he has ambition he will go ahead and overcome the obstacles in his way to success

21. It rained hard all morning however at two o'clock the sun came out and we started off for the races

22. Always keep moving in a crowded corridor if you must stop to talk step inside a room

23. Roger I've been watching you run and I think you have some good stuff in you I'm going to see the coach and try to do something for you

24. I remember the first time I went swimming at night it was the fifth of September and I thought I'd surely freeze

### *Practice 6*

Punctuate and capitalize this composition. Be sure to put a period at the end of each sentence and to begin each sentence with a capital. There are twelve sentences.

#### Grandfather

As I entered the sunny living room my eyes fell on Grandfather my grandfather is over eighty years old yet I don't think he regrets his age he is the picture of happy old age only one thing ever happened that marred his happiness Grandmother's death he however is content to wait secure in the knowledge that it won't be long before he joins her

My grandfather has snowy white hair and a beard to match his blue eyes are still clear and bright he is always neatly dressed and the silver buttons on his suit are a never-failing source of attraction to the baby

He always has a joke for the children as he calls us and he sympathizes with us when we bring our tales of woe to him grandfather is our confidant and adviser

Grandfather is tall and rather thin and it is not so many years since he could throw a ball as well as the best of us now he is content to sit in the sun and watch us as we play about on the lawn — PUPIL

*Practice 7*

Punctuate and capitalize the following paragraph:

What I Learned in My Biology  
Class Yesterday

Yesterday my biology teacher Miss Murray showed us the difference between bones which were burned and bones which were put in hydrochloric acid if bones were left in the fire long enough they turned to ash the bones which were put in hydrochloric acid became pliable the reasons for these changes are that fire burns the animal matter or cartilage in bones and that hydrochloric acid removes the mineral matter what we learned from the experiment was that bones contain cartilage which makes them soft and pliable and mineral matter which makes them hard and brittle

*Practice 8*

Punctuate and capitalize this composition. Be sure to place a period at the end of a sentence and to begin a sentence with a capital. Insert needed apostrophes.

A Bear

While at camp last summer I spent a day that I shall never forget my friend Mildred and I were strolling through the woods on a sultry day in August feeling at war with the world suddenly I looked behind us and saw a strange black animal

Mildred whats that I excitedly exclaimed

She turned around to see the cause of my disturbance and shouted I really dont know what it is but it looks like a bear

Impossible bears dont come around here I snapped striving to appear calm but not succeeding you must be wrong at least I hope so

Suddenly the creature moved my heart jumped without bothering to look again I started to run Mildred at my heels

what fate was to be ours suppose that queer beast overtook us I shuddered at the thought

After what seemed hours we reached camp with that animal peacefully trailing us Mildred and I ran into our tent and collapsed on the cot

The counselor who had been reading a book glanced up

Whats the matter with you girls she complained a person cant even read around here

Wild animal we both shouted breathlessly

After looking us over carefully to see whether or not we were crazy she stepped out of the tent in a few minutes she returned giggling

You foolish girls she laughed its a dog with some burs in its hair after saying this she strolled out soon the whole camp knew of our foolish mistake and we were the laughingstock for a few days

Since that day I have learned the difference between a dog and a bear



*Times Wide World*

"I AIN'T AFRAID OF B'ARS — BUT I HOPE I DON'T SEE ONE!"

*Practice 9*

Write a bear story suggested by the picture. In the introduction of your story answer the questions "Who?" "When?" "Where?" "What?" Also try to arouse the reader's interest or make him curious when you start the story, and keep him in suspense till you near the end. Picture the bear and the boy and tell how both felt. Make the story move swiftly. Have a point or exciting part, and make it stand out by going into details. Conclude briefly.

After writing the story, look through it carefully for comma sentences and sentence fragments. If you find any, correct the errors.

*Test 13B (Mastery) — Sentence Sense*

Indicate by 0, 1, 2, or 3 the number of complete sentences in each of the following. On your paper place a dash between the number of the example and the answer.

1. Doctor Joachim an eye specialist from New York who had failed in an attempt to restore a man's eyesight and had moved to Labrador

2. I killed the snake and held the bird in my hands soon it flapped its wings and flew away

3. It is wise to use a small double boiler for this the upper part for cooking the syrup and the lower part filled with boiling water to keep the syrup hot

4. One September when my father mother sister and I arrived in Jacksonville on our way back to Miami Florida after spending our vacation at Rye Beach New Hampshire

5. Jo set the table and Meg started the dinner they were going to have lobster salad bread strawberries and cream

6. A man on second base one down and Jimmy Foxx coming up to bat

7. Twelve members of the Cardinal Audubon Club went on a hike and picnic on Monday May 25 under the supervision of Miss Luciana Snyder the picnic was held at South Park about ten different kinds of birds were seen before supper

8. What an awful feeling one gets when walking down a dark lonely road late at night the trees swaying in the breeze the branches rubbing together making weird noises

9. Have you read *Robinson Crusoe* the story of an English sailor who was shipwrecked on a desert island it was written by Daniel Defoe

10. *The Animal Story Book* by Andrew Lang tells about the life of different animals where they live how they live where they are found and what they eat

## SECTION 9

# MASTERING WORDS

### Words Needed

In business, professions, and most other vocations, one needs not only ideas but also words in which to express the ideas exactly and forcefully. When one says in pained bewilderment, "I know what I want to say, but I just don't know how to say it," his hearers think he lacks both words and ideas. Building a vocabulary, like constructing a house, requires hard work day after day. If you boil over with enthusiasm one day and then for a month forget about winning new words, your progress will be slow. The best new words to capture are the ones you hear in speeches or conversation and see in books, magazines, or newspapers.

In your reading, have you ever thought of words as "electric-light bulbs set along the way"? When you see meaning in them, it is as though you turned on the current. Then they light your path through the story. Are you reading in the dark?

### *Vocabulary Test A*

In each of the sentences below look at the italicized word and then find in the next line a word or expression that means the same or almost the same as the italicized word. Write this word on your answer paper after the corresponding number 1, 2, 3, 4, etc.

1. He talked *frankly* with the people.  
roughly, slowly, freely, frequently, convincingly
2. They were united by *mutual* interests.  
common, slight, wide, family, business
3. His employer overlooked the *gross* error.  
unimportant, grammatical, addition, flagrant, multiplication
4. The doctor sat *meditating*.  
resting, imagining, daydreaming, relaxing, pondering
5. Our *bards* are no more.  
childhood friends, sorrows, poets, victories, happy days
6. These laws *abated* the dangers.  
lessened, increased, removed, pointed out, multiplied
7. This was an *emergency* to be met.  
invader, argument, enemy, robber, crisis
8. The *adjacent* fields were covered with wheat.  
neighboring, trackless, fertile, extensive, rolling
9. Bewilderment shadowed her *placid* face.  
ghastly, wan, oval, pleasant, calm
10. He said this with an *involuntary* shudder.  
disagreeable, sudden, unexpected, unintentional, unnecessary
11. The answer was *obvious*.  
obscure, plain, unknown, incorrect, erased
12. To the *covetous* he offered wealth.  
grasping, poor, unhappy, downtrodden, cowardly
13. The mariner had a *plaintive* voice.  
harsh, sincere, high-pitched, uneven, mournful
14. The *prediction* is not wholly new.  
statement, theory, prophecy, idea, device
15. The *sequence* of events shows this plainly.  
strangeness, succession, variety, sameness, brilliancy
16. He admired her *fortitude*.  
beauty, sportsmanship, courage, honesty, enthusiasm



17. Down the street came *swarthy* men.  
serious, sweaty, dark-hued, silent, stately
18. The leper was as *lank* as a bone.  
dry, hard, brittle, lean, strong
19. His astonishment was *ludicrous*.  
marvelous, genuine, pretended, justified, laughable
20. His campaign was the most *audacious* ever attempted.  
wicked, cowardly, sensible, foolish, daring
21. He spoke with *diffidence*.  
a foreign accent, timidity, poise, conviction, deliberation
22. The path leads to the *morass*.  
precipice, rock, cleared space in woods, swamp, hill
23. It was a community of *antiquated* houses.  
modern, ivy-covered, old-fashioned, dilapidated, unpainted
24. He presented the *salient* facts.  
thought-provoking, conspicuous, proved, desired, disputed
25. He was a handsome, though somewhat *corpulent*, person.  
proud, red-blooded, sickly, fat, dishonest

### *Vocabulary Test B*

In each of the sentences below look at the italicized word and then find in the next line a word or expression that means the same or almost the same as the italicized word. Write this word on your answer paper after the corresponding number 1, 2, 3, 4, etc.

1. The old man led me to his *abode*.  
orchard, meadow, dwelling, family, street
2. This is a *tedious* job.  
delightful, tiresome, difficult, thankless, easy

3. He came from *sturdy* New England stock.  
old, famous, stern, strong, dignified
4. In times of war *valor* is sought for in men.  
humor, patience, bravery, unselfishness, self-control
5. Her *sable* tresses fell down profusely upon a lovely neck.  
golden, auburn, soft, black, brown
6. This *abominable* old rogue spoke to me.  
delightful, hateful, drunken, interesting, active
7. There was a grain of *derision* in his expression.  
mockery, alarm, courage, pity, sadness
8. He was one of the most *formidable* men of the valley.  
trustworthy, generous, talkative, ambitious, powerful
9. Did you *peruse* the magazine?  
order, read, buy, sell, like
10. *Reluctantly* we turned away.  
unwillingly, joyfully, foolishly, gladly, quickly
11. Their situation was unusually *precarious*.  
simple, easy, happy, uncertain, fortunate
12. The old sailor managed his crutch with *dexterity*.  
pleasure, difficulty, skill, awkwardness, sorrow
13. From then on I went a trifle *warily*.  
sleepily, out of my way, carelessly, too rapidly, cautiously
14. The room had only two *apertures*.  
chairs, tables, desks, openings, fireplaces
15. He was the same *bland* seaman of the voyage out.  
hardy, rough, contented, strong, gentle
16. Fever was *averted*.  
prevented, cured, feared, quarantined, awaited
17. *Undaunted*, I set off across the hill.  
happy, fearless, rejoicing, sorrowful, weary
18. His neighbors considered him *whimsical*.  
kind, ill-tempered, good-natured, greedy, odd

19. Following Blue's yelp came his last *futile* growl.  
loud, useless, sharp, weak, pained
20. There was nothing to relieve the *monotony* of these  
days.  
hard work, danger, sameness, heat, cold
21. For a minute Marjorie's face was *pallid*.  
pale, red, purple, oval, beautiful
22. He fastened upon it with the full strength of his *agile*  
mind.  
uneducated, accurate, active, dull, lazy
23. The scheme had not been *feasible*.  
tried, approved, completed, lawful, workable
24. There were many *contorted* trees.  
old, evergreen, ancient, twisted, uprooted
25. The cat *stealthily* observed the mouse.  
slyly, quickly, unfortunately, gladly, slowly

### How to Build a Vocabulary

In reading "Rip Van Winkle" you will probably find forty or fifty words like *addled*, *connubial*, *obsequious*, *impunity*, *termagant*, *assiduity*, and *rubicund* that are new to you. If you haven't time to capture or win them all, select some that look interesting or useful, look them up in the dictionary, and enter them in your notebook in a section called "Words I Am Winning."

Wolf would look wistfully in his master's face — longingly; wishfully

Wolf was as much henpecked as his master — governed by one's wife; worried by petty annoyances

The schoolmaster, a dapper learned little man — small and active; trim and neat

Notice that the entry includes Irving's use of the word, the underscoring of the word, and a dictionary

definition. The author's use of the word — it is called the "context" — is important to one who wishes to add words to not only his reading vocabulary but also his speaking and writing vocabulary. One learns to use words by noticing how they are used and practicing using them.

George Herbert Palmer says, "A word used three times slips off the tongue with entire naturalness. Then it is ours forever, and with it some phase of life which had been lacking hitherto." The last step, therefore, in mastering *wistfully*, *henpecked*, and *dapper* is to use each word three times. Then you have a right to enter the words in your notebook under the heading "Words I Have Won This Term."

### The Dictionary

As part of your campaign to capture new words, the best friend and aid you have is the dictionary.

#### *Finding the Word*

To find a word quickly one needs to be wide-awake, to know his alphabet thoroughly, and to understand that the two guide words printed at the top of the page are the first and the last words defined on the page — or two pages. When a person doesn't know whether the first syllable of a word like *psychology* is *si*, *sy*, *psy*, or *psi*, he may have to search in a number of places for the word.

#### *Choosing the Definition That Fits the Sentence*

In looking up a word, one must always choose the meaning that fits the sentence. If, for example, in

studying the sentence "He was in a bad humor," one turns to *humor* in Webster's *Secondary School Dictionary* and takes the first meaning, *moisture*, or the last one, *to adapt one's self to*, he is not using the dictionary intelligently. He must read until he finds *disposition*, *mood*, the meaning of the word in this sentence.

### Practice 1

Arrange these twenty words in alphabetical order: *paster*, *paste*, *passage*, *past*, *patronage*, *passion*, *patronize*, *patient*, *pathway*, *patroness*, *patience*, *patrician*, *patent*, *pass*, *pasture*, *patrol*, *path*, *patriot*, *patter*, *pathetic*. Because the first two letters of these words are the same, arrange the words according to their third, fourth, and succeeding letters.

### Word-Finding Contest

(For this game the teacher needs a set of dictionaries to pass out to the pupils.)

The teacher will place on the blackboard a list of words to be found or hand you the mimeographed list. After each word enter the page and the column: 227-2. Those who finish first and have no mistakes are the winners. Use the guide words at the top of the page.

### Practice 2

Find in the dictionary the correct pronunciation of each word: *suite*, *finance*, *bouquet*, *apparatus*, *lamentable*, *often*, *Arkansas*, *vaudeville*, *ignoramus*, *Palestine*, *drought*, *address*, *chef*. Use the key at the bottom or the top of the page.

The part of speech is indicated by an abbreviation following the word. The abbreviations (*a.* for *adjective*, *n.* for *noun*, etc.) are explained in the front part of the dictionary. In the case of a word like *sneeze*, which

may be used as a verb and as a noun, *v.i.* (intransitive verb) is after the word, and *n.* follows the definition of *sneeze* as a verb.

### Practice 3

1. What part of speech is each of these words: *affect*, *stationary*, *prophecy*, *prophecy*, *alter*, *quite*, *than*, *from*, *suspicion*, *invite*?

2. Many words are used as two or more parts of speech. As what parts of speech may each of the following be used: *like*, *since*, *without*, *principal*, *effect*, *snow*, *but*, *star*?

3. Find synonyms of *horrible*, *hostility*, *idle*, *force*, *flexible*, *stain*, *improve*, *old*, *office*, *pay*, *habit*, *explain*, *strong*, *journey*.

The dictionary shows whether the word begins with a capital and whether it is spelled with a hyphen. The accent mark, a short light dash or a centered period, separates syllables; a long heavy dash is a hyphen: *self'-ev'i·dent*. The *Standard* uses short parallel lines for a hyphen. Irregular or bothersome plurals of nouns, principal parts of verbs, and comparatives and superlatives of adjectives are given.

### Practice 4

1. Find from your dictionary which of these words need capitals: *baptist*, *india rubber*, *china eggs*, *india*, *july*, *autumn*.

2. Which of these words need hyphens: *selfcontrol*, *nowadays*, *beforehand*, *biweekly*, *greatgrandfather*, *inasmuch*, *whoever*, *halfbreed*?

3. Find out which verbs are transitive, which are intransitive, and what the principal parts of each verb are: *lie*, *lay*, *sit*, *set*, *rise*, *raise*, *come*, *know*.

4. Find the plural of each word: *belfry*, *mosquito*, *sheep*, *parenthesis*, *alumnus*.

5. Divide these words into syllables: *abbreviation*, *university*, *introduction*, *Catholic*, *diaphragm*.

### Words Often Misused

**Accept, except.** *To accept is to receive; to except, to leave out. Accept is a verb; except is commonly a preposition.*

We *accepted* all the candidates *except* two.

**Affect, effect.** *Affect is always a verb; effect, a verb or a noun. To affect is to influence; to effect, to bring about.*

What were the *effects* of the World War?

Did the World War *affect* all classes of people?

**Amount, number.** *Amount refers to quantity and is not used, as a rule, to refer to number.*

He has a large *amount* of land and a *number* of cows.

**Between, among.** *Between commonly applies to only two objects. Among is used for three or more.*

The three boys quarreled *among* themselves.



**Bring, fetch, take.** *To bring requires one motion — toward the speaker; to take, one motion — away from the speaker; to fetch, two motions — from the speaker and to him again.*



*Take* this note to the principal; *bring* his reply to me; and then *fetch* me some paper from Room 211.

**Can, may.** Use *can* for ability and *may* for permission, probability, or possibility.

*May* I be excused from school at two o'clock? [In this sentence *can* is permissible in conversation, but most careful speakers use *may*.]

*Can* you solve the tenth problem?

**Deal of, many.** *Deal of* refers to quantity; *many*, to number.

It cost me a great *deal of* trouble.

I have *many* entertaining books in my library.

**Fewer, less.** *Fewer* refers to number; *less*, to quantity.

Mr. Harrison has *fewer* apple trees and *less* wheat than his brother.

**Get.** *Get* means *obtain, gain, win, earn, acquire, learn, receive, come to have, contract, meet with, suffer*. Do not overwork this useful word.

I *got* the worst of the argument.

He worked hard to *get* ahead.

**In, into.** *Into* is usually needed to express motion from one place to another — dock to water, for example.

Harold fell from the dock *into* the water.

Jack was wading *in* deep water.

**Learn, teach.** *To learn* is to acquire knowledge or skill. *To teach* is to instruct.

Ambitious students *learn* even when poorly taught.

**Leave, let.** *To leave is to go away or to allow to remain. To let means to permit.*

He won't *let* me come in.

Tomorrow we shall *leave* for our vacation.

**Lend, loan, borrow.** A person *borrow*s from a friend and *lends* to a friend. *Loan* is ordinarily a noun but may be used as a verb in conversation and in business.

I *borrowed Calumet K* from Grace.

She offered to *lend* me also *The Story of My Life*.

Father went to the bank to arrange a *loan*.

**Most, almost.** Don't carelessly use *most* when you mean *almost*. *Most* means *greatest in quantity, number, amount, or size*.

*Almost* everyone must earn a living.

### Practice 5

Select the correct or preferred word to fill each blank. Give a reason for each choice.

1. That will —— him a lesson. (learn, teach)
2. The study of English is important because it ——  
us how to write and speak correctly. (learns, teaches)
3. She —— me the punctuation rules. (learned, taught)
4. Miss Willard —— us how to construct a paragraph.  
(learned, taught)
5. Kindly —— me know when you are coming. (leave,  
let)
6. Celia doesn't wish to —— Rosalind go. (leave, let)
7. He —— his brother have the hockey club. (left, let)
8. The lazy ones —— the rest of the class do the recit-  
ing. (leave, let)
9. Mary offered to —— me to skate. (learn, teach)
10. Will you —— me hand this in now? (leave, let)
11. —— I have another glass of milk? (can, may)

12. Why don't you —— us go to the exhibit? (leave, let)
13. —— I go to the library? (can, may)
14. —— I go to Room 106 for my fountain pen? (can, may)
15. My brother —— me a new tennis stroke. (learned, taught)
16. You just can't —— it go after you've caught it. (leave, let)
17. "I forgot to —— my English book home last night," said Frank when the teacher called on him. (bring, take)
18. Yesterday just as I —— Punch loose, he spied a cat. (left, let)
19. Please —— this book to Room 412. (bring, take)
20. The Black Knight gave me money to —— to Isaac. (bring, take)
21. A great —— positions in the store are held by college graduates. (deal of the, many)
22. —— of the sentences are simple. (a good deal, many)
23. Each sentence contains a great —— descriptive adjectives. (deal of, many)
24. She asked for someone to —— a message to her father. (bring, take)
25. A band of outlaws captured me and —— me to a lonely cabin in the woods. (brought, took)
26. I —— more credits than I need for graduation. (got, have)
27. I —— your knife. (haven't, haven't got)
28. I am sorry I can't —— your invitation. (accept, except)
29. There were —— boys at the scout camp this year than last year. (fewer, less)
30. The people of the state receive —— foolish and harmful publications. (a great deal of, many)
31. My father buys a great —— books. (deal of, many)
32. I'm going to —— this to my English teacher. (bring, take)
33. While I was small, Mother every day —— me to the little school I was attending, and came for me at the close of school. (brought, took)

34. — accidents occur to children on school days than on holidays. (fewer, less)

35. There have been published this year — good American historical novels than there were last year. (fewer, less)

36. — everybody has a group of friends. (almost, most)

37. — all his poems are about nature. (almost, mostly)

38. When the doorbell rang, he had — finished sifting the ashes. (almost, most)

39. Are a considerable — of high school pupils unable to master Latin and algebra? (amount, number)

40. He — always buys the *Herald Tribune*. (almost, most)

41. A large — of pupils go to vacation schools. (amount, number)

42. The — of deaths in the United States caused by the automobile has increased to 33,000 a year. (amount, number)

43. — the beans, soak for a day. (leave, let)

44. Mrs. Jones wishes — two eggs. (the lend of, to borrow)

45. Harry — me *Tales of Courage*. (lent, loaned)

46. The climate — their health and spirits. (affected, effected)

47. We divided the money — the ten members. (among, between)

48. The dog jumped — the water to rescue his master. (in, into)

49. She is the most — girl I have ever known. (affected, effected)

50. I — this pen from Frank. (borrowed, loaned)

### *Mastery Test 14A — Correct Word*

Select the correct or preferred word or expression to fill each blank, and place it on your paper after the number of the sentence: (Right — Wrong = Score)

1. Paul — me to write the composition heading correctly. (learned, taught)
2. He — his sons drink and disgrace the family. (left, let)
3. — the car to the nearest garage. (bring, take)
4. — I go along on the fishing trip? (can, may)
5. Harold jumped — the water to save the child. (in, into)
6. Shylock would not — the money. (accept, except)
7. I have — books than you. (fewer, less)
8. What will be the — of the new tariff law? (affect, effect)
9. A large — of qualified voters remained away from the polls. (amount, number)
10. My mother divided the dozen apples equally — us four boys. (among, between)
11. He tried to — his dog a new trick. (learn, teach)
12. — the dough rise in a warm place. (leave, let)
13. I gave him the note and told him to — it to my father. (bring, take)
14. In my composition I made — errors in punctuation. (a good deal of, many)
15. I cannot — that statement without proof. (accept, except)
16. I see him — every day. (almost, most)
17. He — a history from his cousin. (borrowed, loaned)
18. How did the scorching heat of last July — the workers in that factory? (affect, effect)
19. Will you please — this note to the office. (bring, take)
20. Father — me go with him to Boston. (left, let)

### *Mastery Test 14B — Correct Word*

Select the correct or preferred word or expression to fill each blank, and place it on your paper after the number of the sentence: (Right - Wrong = Score)

1. You —— put your books away now. (can, may)
2. Elwood fell from the dock —— the icy water. (in, into)
3. The farmer —— us sleep in his big red barn. (left, let)
4. There is a keen rivalry —— the six high schools in the city. (among, between)
5. I've decided to —— the hat back to the store. (bring, take)
6. —— boys and girls elect advanced courses in art. (a great deal of, many)
7. Fear —— a person in many ways. (affects, effects)
8. Peter —— Heidi many interesting things about the mountains and goats. (learns, teaches)
9. Edward —— the baker's offer. (accepted, excepted)
10. We have not —— him walk long distances. (left, let)
11. There were a large —— of booths at the fair. (amount, number)
12. Pete and John —— me horseback riding. (brought, took)
13. In our city there were —— drownings this year than there were last year. (fewer, less)
14. His presence had a quieting —— upon the crowd. (affect, effect)
15. From whom did you —— that book? (borrow, loan)
16. I cannot —— that for an answer. (accept, except)
17. —— everyone likes to write letters. (almost, most)
18. The farmer discovered that we were lost and offered to —— us back to our car. (bring, take)
19. Laura told me she would —— me how to swim. (learn, teach)
20. Why don't you —— the boy ride? (leave, let)

First find out which words in the lesson you can't spell. Perhaps your teacher will test you before you begin to study. If he doesn't, have someone at home pronounce for you all the words in the lesson.

### **How to Learn to Spell a Word**

1. Pronounce the word correctly. Say each syllable distinctly, and look at each syllable as you say it. Use both your voice and eyes.

2. Close your eyes and think how the word looks. See every letter. Use your mind's eye.

3. Look at the word to find whether your spelling is right. If it isn't, go through steps 1 and 2 again.

4. Use your hand. Without looking at your book write the word. Compare with the book.

5. With the word covered, write it again and check with the book.

6. In the same way write it a third time and compare.

7. If you misspell the word on any one of the three trials, copy it in your spelling notebook.

8. After studying all the words, write them as a parent, brother, sister, or friend pronounces them for you.



## SECTION 10

### SPELLING

#### How to Learn to Spell

A good business house does not send out misspelled letters. Rarely does one find a misspelled word in a book, a magazine, or a first-class newspaper. To learn to spell correctly every word you write, you need to —

1. Master the following lists made up of common words frequently misspelled;

2. Keep a list of the words you misspell in compositions, letters, tests, and spelling exercises;

3. Break the habit of guessing at the spelling of words and form the habit of looking up a word in the dictionary unless you **KNOW** that your spelling is correct;

4. Search for spelling errors after writing the first draft of a letter or composition, and correct them. The list of words you misspell in your writing you will find surprisingly short — perhaps not more than twenty-five words long, probably not more than a hundred.

#### *Practice 1*

Copy from your notebook and hand to your teacher a list of the words you misspelled last term.

#### Ten Hardest Words

The ten words most frequently misspelled by high school students are:

too	together	committee	separate
its	their	therefore	pleasant
believe	principal		

Do you ALWAYS spell these words correctly in your writing?

### Twenty Hard Words

night	meant	there	occurred
anything	grammar	until	acquaintance
anyone	received	benefit	possessive
everything	business	dependent	immediately
writing	necessary	independent	all right

### Possessives

The possessive case of a noun always has an apostrophe; the possessive pronouns *its*, *hers*, *theirs*, *ours*, *yours* never have an apostrophe. Review the formation of the possessive on pages 305–310.

#### *Most Frequently Used Possessive Singulars*

baby's	father's	morning's	today's
boy's	grandma's	mother's	treasurer's
brother's	hour's	night's	uncle's
child's	lady's	one's	week's
company's	life's	papa's	wife's
country's	mamma's	people's	woman's
customer's	man's	president's	world's
day's	master's	secretary's	writer's
dealer's	moment's	sister's	year's
farmer's	month's	teacher's	yesterday's

#### *Most Frequently Used Possessive Plurals*

boys'	ladies'	teachers'	women's
children's	men's	weeks'	years'
days'			

*Practice 2 (Dictation)*

1. My home is an hour's walk from the children's playground.
2. The treasurer's report was read at yesterday's meeting.
3. Grandma's letter came in this morning's mail.
4. Browning and Lee have advertised a three days' sale of boys', men's, and women's clothing.
5. After a two weeks' vacation Grace is at work again in her father's office.
6. Our baby's picture will be in next week's *News*.
7. I have a catcher's glove and a first baseman's glove too.
8. Our principal believes that a dog is a man's best friend.
9. My sister's coat and a dress of my mother's were hanging on the chairs.
10. Is that grammar yours or hers?
11. Our girls' gymnasium is too small but is pleasant.

*Practice 3*

Write sentences containing at least five of the Ten Hardest Words, five of the Twenty Hard Words, eight possessive singulars, three plurals, and three possessive plurals. You may use two or three of the words in one sentence.

*Apostrophe for Omission*

Contractions are used freely in friendly letters and the conversation in stories.

To make contractions don't add a letter, don't change the order of the letters, just put an apostrophe where a letter is left out.

are + not = aren't	we + are = we're
does + not = doesn't	we + have = we've
it + is = it's	you + are = you're
I + am = I'm	is + not = isn't
can + not = can't [Two letters omitted.]	
you + will = you'll [Two letters omitted.]	
you + have = you've [Two letters omitted.]	
you + would = you'd [Four letters omitted.]	
will + not = won't [A peculiar contraction.]	
of + the + clock = o'clock	

### *Frequently Used Contractions*

aren't	hasn't	mustn't	we've
can't	haven't	she's	won't
couldn't	I'll	shouldn't	wouldn't
didn't	I'm	that's	you'd
doesn't	isn't	there's	you'll
don't	it's	wasn't	you're
hadn't	I've	weren't	you've

### *Practice 4 (Dictation)*

1. I'm not going into the dining room for breakfast.
2. I can't go until my homework is completed.
3. I don't think I'll change my seat.
4. I'm afraid the cakes won't last long.
5. I can't use that board; it's too thick.
6. To get there by four o'clock we'll have to start at two.
7. Doesn't the principal believe their explanation?
8. It's not too cold and not too warm.
9. That's the right answer, isn't it?
10. It's too late to catch the two o'clock train.

### *Practice 5*

Write sentences containing twelve or more contractions. You may use two in one sentence.

### Capitals

Always capitalize *Latin, English, French, German, and Spanish*. Do not capitalize *algebra, geometry, history, music, biology, civics, typewriting, and drawing*.

algebra	English	Indian	Jew
American	French	Italian	Latin
Christian	history		

### el

angel	level	nickel	squirrel
bushel			

### Three Past Tenses in aid

laid	paid	said
------	------	------

Other *ay* verbs are regular.

delayed	played	stayed
---------	--------	--------

### o

forty	lose (verb)	move	prove	whose
-------	-------------	------	-------	-------

*Lose* is a verb; *loose*, an adjective. "Lose" is pronounced *looz*; "loose," *loos*.

### Practice 6

Fill each blank with *loose* or *lose*:

1. If the steering gear becomes —, you will — control of the automobile.
2. When you — an article, advertise in the Lost and Found column.
3. When a button becomes —, sew it on before you — it.
4. Every — strut and screw is tightened before even a short flight.

*ai*

again	captain	Britain	villain
against	certain	maintain	mountain

*oes and os*

*Frequently Used Plurals in oes*

heroes	Negroes	potatoes	tomatoes
mosquitoes			

*Plurals in os*

autos	radios	solos	sopranos
pianos			

*ei and ie*

Put *i* before *e*  
 Except after *c*  
 Or when sounded like *a*,  
 As in *neighbor* and *weigh*.

*Exceptions.* *Weird, foreigner, seize, neither, leisure, height.* (The *weird* foreigner seizes neither leisure nor sport at its height.)

achieve	deceit	neither	relieve
belief	deceive	niece	seize
believe	foreigner	perceive	siege
cashier	freight	piece (of paper)	veil
ceiling	handkerchief	receipt	weigh
chief	leisure	receive	weird
conceive	mischievous	relief	wield

*Practice 7*

Supply *ei* or *ie* and give a reason for each choice:  
*br—f, f—nd, f—rce, fr—nd, gr—ve, misch—f, r—gn,*  
*sl—gh, y—ld, conc—t, v—n, w—ght, sh—ld, h—ght,*  
*ch—f, w—gh, gr—f, v—w.*

## Compounds

Use the hyphen in compound numbers from twenty-one to ninety-nine: *forty-four, ninety-six*.

Hyphenate an adjective made up of two or more words if it precedes the noun modified: *so-called hero, two-year-old girl, his happy-go-lucky friend*. Do not join an adverb in *ly* to an adjective or a participle: *carefully built house*.

first-class (shop)	six-cylinder (automobile)
five-quart (bucket)	two-family (house)
good-natured (boy)	up-to-date (clothes)
near-by (house)	year-old (car)
poverty-stricken (family)	horny-fisted (men)

No simple rules will tell when to use the hyphen, when to write the words solid, and when to write them separate. Although the hyphen is often required, the tendency is to write words solid without it. Hence a useful rule is, "When in doubt, write solid." A better rule, however, is, "When in doubt, consult the dictionary."

Write solid these points of the compass: *northeast, southeast, northwest, southwest*.

Write solid the following compound pronouns: *oneself, himself, themselves, ourselves*.

Write solid words formed by combining *any, every, some, and no* with *body, thing, and where*: *anybody, nobody, everybody, somebody, anything, anywhere*.

Write these words solid — that is, without a hyphen or a space:

anyone	almost	always	bookkeeper
everyone	already	baseball	classroom
someone	altogether	basketball	copyright



downstairs	foresee	northeast	southwest
everybody	heretofore	oneself	themselves
everything	homework	outdoors	therefore
everywhere	indoors	schoolboy	throughout
football	landscape	semicolon	typewritten
forehead	maybe	something	upstairs
foremost	nevertheless	sometimes	without

**Place a hyphen after the prefix *self*:** *self-explanatory, self-respect, self-evident, self-addressed.*

**A hyphen is used when the prefix is attached to a proper noun or an unusual word:** *un-Christian, pro-British.*

ex-president                  un-American                  good-by or good-bye

**Write separate:**

all right    in spite of    no one    parcel post    per cent

### Homonyms

allowed (money for expenses)	past (year)
ascent (of mountain)	plain (people)
berth (on boat)	plane (surface)
borne (burdens)	principal (of school)
capital (punishment)	principle (of liberty)
Capitol (in Washington)	rite (of baptism)
choir (in church)	scene (of accident)
coarse (cloth)	shown (my error)
course (of ship)	site (of building)
colonel (in army)	stationary (engine)
lead (pencil)	stationery (for writing)
led (the horse)	straight (line)
lessen (his duties)	too (many)
metal (ball)	waste (money)
passed (a test)	whole (apple)

***Principle* is always a noun; *principal*, the word which contains *a*, is the adjective. *Principal* is, however,**

**occasionally a noun:** *the principal of our school, both principal and interest.*

### Practice 8

Write the following sentences, filling the blanks with *principle* or *principal*:

1. The —— business street is Jamaica Avenue.
2. Mr. Hayes, our ——, delivered the —— address at the graduation exercises.
3. Franklin's guiding —— was, "Honesty is the best policy."
4. Who is the —— of your high school?

**The principal parts of *lead* are *lead, led, led*.**

### Practice 9

Write the following sentences, filling the blanks with *lead* or *led*:

1. The climbers were —— to a little hut on the mountain side.
2. Does the shepherd —— his sheep down to the valley every night?
3. Yesterday the riders —— their horses across the creek.

***Too* is an adverb; it means *excessively* (*too tired*) or *also*. *To* is a preposition. *Two* is a number (2).**

### Practice 10

Write the following sentences, filling the blanks with *too*, *to*, or *two*:

1. Are we —— late —— catch up with the —— men?
2. Only —— nights ago the ice was —— thin for skating.
3. Because Beth was —— busy —— go —— the play, she gave me her —— tickets.

*Practice 11*

Use each of the following words in a good sentence:  
*aloud, assent, birth, born, quire, kernel, lesson, right, write, seen, sight, too, two.*

**Hard Spots**

acknowled <b>ge</b>	definite	magnificent	privilege
advice	descend	medal	pursue
advise	difference	minute	quarter
ann <b>u</b> al	discipline	mortgage	restaurant
arranged	doubt	muscle	salary
ascend	endeavor	necessity	sandwich
ascertain	engineer	nominative	schedule
assistant	excellent	occupy	sense
at <b>te</b> pt	expense	occurrence	sentence
automobile	extension	opinion	similar
balance	gasoline	opponent	stenographer
beautiful	genius	opportunity	stretch
before	grateful	original	successful
bureau	guard	permanent	surprise
choosing	intention	physical	suspense
chosen	interfere	pneumonia	temporary
column	length	position	village
com <b>ing</b>	lieutenant	possess	Wednesday
conjunction	magazine	possession	wonderful

*Mastery Tests 15A and 15B — Spelling*

For mastery tests 15A and 15B your teacher will select words or sentences from this section.

## SECTION 11

### ENUNCIATING AND PRONOUNCING

Enunciation (or articulation) refers to the utterance of sounds; pronunciation, to the utterance of words.

#### Importance

A Plattsburg military instructor says, "A great many men have failed at camp because of inability to articulate clearly. All answers in school and out of school should be given in a loud, clear, well-rounded voice, which of course necessitates the opening of the mouth and free movement of the lips." Poor articulation is a handicap not only in camp, on the platform, and at the microphone, but also in the shop, the office, and the factory. Who likes to listen to a person whose lower jaw, lips, and tongue are so sluggish that his speech is hard to understand?

#### *Test — Pronunciation*

Here are twenty common words. Can you pronounce them all correctly? If not, learn to produce the sounds you have difficulty with.

whining	mints	progressive	America
whipping	facts	particular	fellows
clanging	postage	bath	voice
thirst	because	taskmaster	down
thirty	Roosevelt	opportunity	now

## CONSONANT ERRORS

*wh*

*Wh* = *h* + *w*. Don't omit the *h*. Pronounce *when*, *why*, *which*, *wharf*, *white* as if they were spelled *hwen*, *hwy*, *hwich*, *hwarf*, *hwite*.

If the sound is difficult for you, hold a piece of paper about six inches from your face and blow the paper with the *wh* sound. Then produce the *wh* in the same way but with less breath.

*Distinction Exercise*

whale — wail	whether — weather	white — wight
what — watt	whither — wither	why — y
wheel — weal	whoa — woe	whacks — wax
where — wear	whit — wit	which — witch
whet — wet	whining — wining	while — wile

*Words*

Wheedle, whim, whistle, whisk, whisker, whisper, whip, wheeze, whelp, when, whence, whiff, whimper, whimsical, whirl, whirl, whisky, whittle, whiz

*Sentences*

1. Mr. Watt asked which way Mr. White went.
2. William considered whether it was wise to wear the white wig and whiskers.
3. He whirled about and inquired whether Mr. Whitney whistled when he worked.
4. Whether or not the weather is pleasant, I know where we shall go and which dress I shall wear.

*ng*

*N* is carelessly substituted for *ng*. Foreigners often change *ng* to *ngg* or *ngk*.

*Distinction Exercise*

finger — singer	singing — sinking
linger — hanger	clanging — clanking
longer — longing	bang — bank
stronger — thronging	thing — think

*Words*

Anchor, anything, banquet, bringer, clanging, coming, concord, conquest, cunning, doing, during, English, going, handkerchief, hanger, hanging, hoping, including, language, languor, leaving, nothing, running, something, speaking, strength, swinging, tranquil, thronging, vanquish, congress, coughing, length, playing, pudding, reading

*Sentences*

1. While bringing the bell to the room, he kept swinging and ringing it and singing.
2. The cataract strong then plunges along,  
Striking and raging as if war waging,  
Rising and leaping, sinking and creeping,  
Showering and springing, flying and flinging,  
Writhing and ringing. — SOUTHEY

*th*

*D* and *t* are sometimes substituted for *th*. The error is caused by placing the tongue against the upper gum. Place it against the upper teeth.

*Distinction Exercise*

then — den	there — dare	thing — ding
thine — dine	thence — dense	thirst — durst
thy — die	they — day	thirty — dirty
thick — Dick	thin — din	thong — dong
than — Dan	though — dough	the — Dee

*Words*

Bequeath, blithe, cloths, clothe, breath, breathe, moths, mouths, paths, swarthy, oaths, that, this, thither, truths, with, width, wreaths, youths, three, those, thou, these, beneath, them

*Sentences*

1. To thine and thee, while I breathe, there shall be no enmity beneath my roof.
2. Thrice blessed is the man who thrives through his own thrift, strength, and breadth of character.
3. There were thirty thirsty youths beneath the spreading branches of the three trees.
4. My tough lance thrusteth sure;  
My strength is as the strength of ten.

*h*

At the beginning of a word *h* is frequently carelessly omitted. Take a deep breath before uttering the sound.

*Distinction Exercise*

awl — haul	eaves — heaves	ate — hate
ill — hill	anchor — hanker	at — hat
and — hand	air — hair	you — hew
eat — heat	am — ham	is — his

*Words*

Him, her, hue, Hubert, human, humid, humorous, humility, humidity, Hugh, huge, hugely, humiliation, humane, hospital, hospitality, behind his back, in his place, at her work, to him, with him, believe him, to her party, I saw her, gave him, come here, took her, heard her

*Sentences*

1. Hugh hewed his way to him.
2. How often do you hear the inquiry, "How does he hold his office?"



## s

The sound of *s* is sometimes hissed. This error results from placing the tongue too far forward. If the tongue is kept back so that the tip does not touch the teeth, it is impossible to hiss the sound.

*Sentence*

Amidst the mists and coldest frosts,  
With stoutest wrists and loudest boasts,  
He thrusts his fists against the posts,  
And still insists he sees the ghosts.

*w and v*

Some foreigners interchange *v* and *w*. To produce *w*, round the lips as for *oo*. For *v* place the lower lip against the upper teeth.

**Omission of a Consonant at the End of a Word  
or in a Difficult Combination of Sounds**

The tongue is naturally lazy. It does no more work than is required of it. *Cts* and *sts* are difficult combinations. The tongue would like to make them easy by omitting one or two of the sounds in each. Practice at first with a slight pause after the first of the three consonants: *ac-ts*, *fac-ts*, *objec-ts*, *lis-ts*, *fis-ts*. Don't omit the final sound in such words as *lest*, *last*, *gold*, and *cold*.

*Distinction Exercise*

mints — mince	wend — went	told — toll
prints — prince	and — Ann	used — use
tents — tense	band — ban	Bess — best
dents — dense	fold — foal	less — lest
confidants — confidence	gold — goal	lass — last

penitents — penitence	cents — sense	ask — asked
lend — lent	bold — bowl	pass — past
mend — meant	cold — coal	shore — short
send — sent	scaled — scale	worse — worst

### Words

Attract, instinct, object, perfect, connect, hundredth, acts, facts, defects, rejects, lists, next, tempts, texts, breadths, eighths, fifth, sixths, twelfths, widths, lengths, depths, strengths, second, bought, east, first, kept, except, manuscript, most, rest, slept, wept, midst, slightest, thousandth, attacked, attempt, insects, must, rust, west

### Sentences

1. My next text may be found in the first, second, third, fifth, seventh, and eighth verses of the second chapter of "Acts."

2. The fact that the adjutant told in the last report of the conflict has had its effect on the coast fight.

3. He leaped to his feet and scanned the cloud-capped mountain; then he crept back and slept peacefully.

### Interchanging of Voice and Breath Consonants

<i>t-d</i> — better, letter	<i>k-g</i> — recognize
<i>p-b</i> — potatoes, principal	<i>ch-j</i> — postage, mileage
<i>f-v</i> — have to, progressive	<i>th-th</i> — then, thither
<i>s-z</i> — has to, because	<i>sh-zh</i> — adhesion, version

*T* and *d* are called "cognates" because they are made by the same action of the articulatory organs. They differ only in the stuff of which they are made: *t*, breath; *d*, voice. The other pairs are likewise cognates.

Place the thumb and a finger upon the throat just above the collar (the Adam's apple, voice box, or larynx). Sound *s*, *f*, and *sh*, breath sounds, then *z*, *v*, and *zh*, voice sounds. Notice the vibration when the

voice sounds are produced. Most frequently the breath sound is substituted for the voice sound, but occasionally the opposite mistake is heard. Much practice on the voiced sounds is needed.

### Words

Assure — azure, luck — lug, puck — pug, match — Madge, etching — edging, batch — badge, pitching — pigeon, sown — zone, have — half, because, boys, choose, chose, cousin, cruise, discern, ears, fares, figs, friends, houses, Israel, newspaper, resignation, please, prosaic, Roosevelt, surprised, census — senses, usage, usurp, years, yours, acid, ceases, was, visit, adhesion, aversion, version, vision, conversion, judge, loose, lose, luxury, mighty, moths, mouths, oaths, paths, persist, revive, with, wreaths, diversion, mesmerism, measure, rouge, baggage, pillage, courage, village, besiege, charge, abusive, decisive, evasive, explosive, exclusive, relative, beauty, forty, ninety, fortified, duty, little, potato, liberty, partner, weighty, adjective, houses, immersion, cabbage

### Sentences

1. Because the judge fears the pillage of the village, he adopts decisive and progressive measures to avert the disaster.

2. He read *Barnaby Rudge* and *The Red Badge of Courage*.

3. Sitting in the cottage, Madge saw her pigeon foraging for food on the edge of the ridge.

### r

Many find *r* a hard sound to learn. In German and Yiddish the sound is produced farther back in the mouth than in English. Producing the *r* too far back is a common characteristic of Western speech. For the correct sound permit the voice to pass out between the raised tip of the tongue and the front palate.

In the south of England and in the eastern and southern parts of the United States, *r* is commonly omitted if it follows the vowel of the syllable.

### Words

Morning, particular, partridge, surprising, lord, iron, Harvard, February, governor, government, star, order, red, butter, better, pretend, word, third, trusted, try, three, hundred, laboratory, library, force, sport, farther, approach, rural, further, mirror

### Sentence

When Freedom, from her mountain height,  
Unfurled her standard to the air,  
She tore the azure robe of night,  
And set the stars of glory there!

— DRAKE

### *lm* and *sm*

Avoid the introduction of a vowel sound between *l* and *m* or *s* and *m* in such words as *elm*, *helm*, *overwhelm*, *film*, *realm*, *chasm*, *enthusiasm*, *baptism*, *communism*, *conservatism*. *M* is produced with the lips closed. Hence close the mouth quickly after the production of *s* or *l*.

### Pronunciation Practice — Consonants

adjective	banquet	cavalry	cloths
archbishop	bequeath (10)	cease	Congress
archipelago	better	chaise	conquest
architect	blanket	chimney (20)	conversion
associate	blithe	chore	coughing
assure	breadths	clanging	decease (30)
auxiliary	butter	clinging	decisive
banging	cabbage	clothes	depths

disaster	immersion (50)	mouths	sphere
disease	including	niche	strength
doing	journal	ninety	thither
edge	judge	oaths (70)	usage
English	length	partner	usurp
finger	liberty	paths	wheels
friends	library	persist	when (90)
gesture (40)	little	pillage	where
going	longer	playing	whether
gradual	longing	postage	which
has to	loose (60)	pudding	while
height	lose	reading	why
hew	luxury	revive	widths
his	mighty	running (80)	with
hoping	mileage	senses	worst
houses	morning	singer	wreaths
immediately	moths	sixths	years (100)

## APPENDIX

### LESS IMPORTANT CASE USES

Some of the constructions reserved for the appendix are rare. Although others like the adverbial objective and the predicate objective (or adjunct accusative) are common, a knowledge of them does not help a person to correct his sentences, build better sentences, punctuate, or understand what he reads.

#### Nominative

The **nominative of exclamation** is a substantive used to show special emotion.

O the *scoundrel*!

#### Objective

1. Verbs of asking take two direct objects, the name of the person and the name of the thing (called the **secondary object**).

The teacher asked Gilbert a hard *question*.

2. A verb which takes an indirect or secondary object in the active voice may in the passive voice retain a direct object (called the **retained object**).

I was given a *dollar*.

Gilbert was asked a hard *question*.

3. A verb regularly intransitive may take a **cognate object**, an objective similar in meaning to the verb.

He ran a *race*.

4. The **predicate objective** (or adjunct accusative) completes the verb and refers to the direct object.

We elected Willard *secretary*. (Inserting *to be* before the predicate objective does not change the sense.)

This remarkable coffee has made sleepless nights a *thing* of the past.

They called him *lazy*.

We painted the house *white*.

In the last two examples adjectives complete the verbs and refer to the direct objects.

5. The **adverbial objective** is a noun used like an adverb.

The river is a *mile* wide.

The stage level is one *floor* below the street.

He is fifteen *years* old.

Three *times* he tried and failed.

Forty *years* ago every lady owned an autograph album.

6. After verbs of *making*, *telling*, *letting*, *wishing*, *expecting*, *thinking*, *knowing*, *commanding*, *believing*, and the like, the **infinitive** has a **subject**.

I told *him* to think the proposition over.

We believed *him* to be qualified for the position.

Father let *me* go to the baseball game.

7. The **predicate of an infinitive** is used after a linking verb to refer to the subject of the infinitive.

We believed it to be *him*.

Because the subject of the infinitive, *it*, is in the objective case, the predicate *him* is also in the objective case. The verb *to be* always has the same case after it as before it.

## PRINCIPAL PARTS OF VERBS

<i>Present Tense</i>	<i>Past Tense</i>	<i>Past Participle</i>
arise	arose	arisen
attack	attacked	attacked
awake	awoke, awaked	awaked, awoke
be	was	been
bear ( <i>carry</i> )	bore	borne
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bid ( <i>command</i> )	bade, bid	bidden, bid
bid ( <i>offer</i> )	bid	bid
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
burst	burst	burst
buy	bought	bought
choose	chose	chosen
climb	climbed	climbed
cling	clung	clung
come	came	come
cost	cost	cost
dive	dived	dived
do	did	done
drag	dragged	dragged
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
drown	drowned	drowned
eat	ate	eaten
fall	fell	fallen



*Present Tense*

flow  
 fly  
 forget  
 freeze  
 get  
 give  
 go  
 grow  
 hang  
 hang (on gallows)  
 hide  
 hit  
 hurt  
 know  
 lay  
 lead  
 leave  
 lend  
 let  
 lie (*recline*)  
 light  
 lose  
 pay  
 put  
 quit  
 read  
 rid  
 ride  
 ring  
 rise  
 run  
 say  
 see  
 set  
 shake  
 show  
 shrink  
 sing

*Past Tense*

flowed  
 flew  
 forgot  
 froze  
 got  
 gave  
 went  
 grew  
 hung  
 hanged  
 hid  
 hit  
 hurt  
 knew  
 laid  
 led  
 left  
 lent  
 let  
 lay  
 lighted, lit  
 lost  
 paid  
 put  
 quitted, quit  
 read  
 rid, rided  
 rode  
 rang  
 rose  
 ran  
 said  
 saw  
 set  
 shook  
 showed  
 shrank  
 sang

*Past Participle*

flowed  
 flown  
 forgotten, forgot  
 frozen  
 got, gotten  
 given  
 gone  
 grown  
 hung  
 hanged  
 hidden, hid  
 hit  
 hurt  
 known  
 laid  
 led  
 left  
 lent  
 let  
 lain  
 lighted, lit  
 lost  
 paid  
 put  
 quitted, quit  
 read  
 rid, rided  
 ridden  
 rung  
 risen  
 run  
 said  
 seen  
 set  
 shaken  
 shown, showed  
 shrunk  
 sung

<i>Present Tense</i>	<i>Past Tense</i>	<i>Past Participle</i>
sink	sank	sunk
sit	sat	sat
slay	slew	slain
sow	sowed	sowed, sown
speak	spoke	spoken
spit	spat, spit	spat, spit
spring	sprang	sprung
steal	stole	stolen
stride	strode	stridden
strike	struck	struck
strive	strove	striven
swear	swore	sworn
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
thrive	throve, thrived	thriven, thrived
throw	threw	thrown
wake	woke, waked	woke, waked
wear	wore	worn
wish	wished	wished
wring	wrung	wrung
write	wrote	written

In a few cases another form is an accepted colloquialism; as, *dove* as the past tense of *dive* and *bit* as the past participle of *bite*. *Sung*, *sunk*, *shrunk*, and *sprung* are rarely used in the past tense.

## CONJUGATION OF *TO BE*

### PRINCIPAL PARTS

*Present:* am

*Past:* was

*Past Participle:* been

### INDICATIVE MOOD

#### *Present Tense*

##### SINGULAR

1. I am
2. you are
3. he is

##### PLURAL

- we are  
you are  
they are

#### *Past Tense*

1. I was
2. you were
3. he was

- we were  
you were  
they were

#### *Future Tense*

1. I shall be
2. you will be
3. he will be

- we shall be  
you will be  
they will be

#### *Present Perfect Tense*

1. I have been
2. you have been
3. he has been

- we have been  
you have been  
they have been

#### *Past Perfect Tense*

1. I had been
2. you had been
3. he had been

- we had been  
you had been  
they had been

*Future Perfect Tense*

- |                       |                     |
|-----------------------|---------------------|
| 1. I shall have been  | we shall have been  |
| 2. you will have been | you will have been  |
| 3. he will have been  | they will have been |

## TWO TENSES OF THE SUBJUNCTIVE MOOD

(Notice that throughout each tense of the subjunctive the verb form is the same.)

*Present Tense*

SINGULAR	PLURAL
if I, you, he be	if we, you, they be

*Past Tense*

if I, you, he were	if we, you, they were
--------------------	-----------------------

## IMPERATIVE MOOD

*Present Tense*

SINGULAR	PLURAL
2. be	be

## INFINITIVES

<i>Present</i>	to be
<i>Past</i>	to have been

## PARTICIPLES AND GERUNDS

<i>Present</i>	being
<i>Past</i>	having been

## CONJUGATION OF *TO SEE*

### PRINCIPAL PARTS

*Present:* see

*Past:* saw

*Past Participle:* seen

### INDICATIVE MOOD

#### ACTIVE VOICE

#### PASSIVE VOICE

#### *Present Tense*

SINGULAR	PLURAL	SINGULAR	PLURAL
1. I see	we see	I am seen	we are seen
2. you see	you see	you are seen	you are seen
3. he sees	they see	he is seen	they are seen

#### *Past Tense*

1. I saw	we saw	I was seen	we were seen
2. you saw	you saw	you were seen	you were seen
3. he saw	they saw	he was seen	they were seen

#### *Future Tense*

1. I shall see	we shall see	I shall be seen	we shall be seen
2. you will see	you will see	you will be seen	you will be seen
3. he will see	they will see	he will be seen	they will be seen

#### *Present Perfect Tense*

1. I have seen	we have seen	I have been seen	we have been seen
2. you have seen	you have seen	you have been seen	you have been seen
3. he has seen	they have seen	he has been seen	they have been seen

#### *Past Perfect Tense*

1. I had seen	we had seen	I had been seen	we had been seen
2. you had seen	you had seen	you had been seen	you had been seen
3. he had seen	they had seen	he had been seen	they had been seen

*Future Perfect Tense*

1. I shall have seen	we shall have seen	I shall have been seen	we shall have been seen
2. you will have seen	you will have seen	you will have been seen	you will have been seen
3. he will have seen	they will have seen	he will have been seen	they will have been seen

## TWO TENSES OF THE SUBJUNCTIVE MOOD

## ACTIVE VOICE

## PASSIVE VOICE

*Present Tense*

## SINGULAR

## PLURAL

if I, you, he see  
if we, you, they see

if I, you, he be seen  
if we, you, they be seen

*Past Tense*

if I, you, he saw  
if we, you, they saw

if I, you, he were seen  
if we, you, they were seen

## IMPERATIVE MOOD

*Present Tense*

## ACTIVE

## PASSIVE

2. see

be seen

## INFINITIVES

## ACTIVE

## PASSIVE

*Present* to see  
*Past* to have seen

to be seen  
to have been seen

## PARTICIPLES AND GERUNDS

## ACTIVE

## PASSIVE

*Present* seeing  
*Past* having seen

being seen  
seen (always a participle), having  
been seen

# TIME CHART IN THIRD PERSON SINGULAR OF TO CALL

## PRINCIPAL PARTS

*Present:* call      *Past:* called      *Past Participle:* called

## INDICATIVE MOOD

	ACTIVE	PASSIVE
<i>Present</i>	he calls	he is called
<i>Past</i>	he called	he was called
<i>Future</i>	he will call	he will be called
<i>Present perfect</i>	he has called	he has been called
<i>Past perfect</i>	he had called	he had been called
<i>Future perfect</i>	he will have called	he will have been called

## TWO TENSES OF THE SUBJUNCTIVE MOOD

	ACTIVE	PASSIVE
<i>Present</i>	if he call	if he be called
<i>Past</i>	if he called	if he were called

## IMPERATIVE MOOD

	ACTIVE	PASSIVE
<i>Present tense, second person</i>	call	be called

## INFINITIVES

	ACTIVE	PASSIVE
<i>Present</i>	to call	to be called
<i>Past</i>	to have called	to have been called

## PARTICIPLES AND GERUNDS

	ACTIVE	PASSIVE
<i>Present</i>	calling	being called
<i>Past</i>	having called	called (always a participle), having been called

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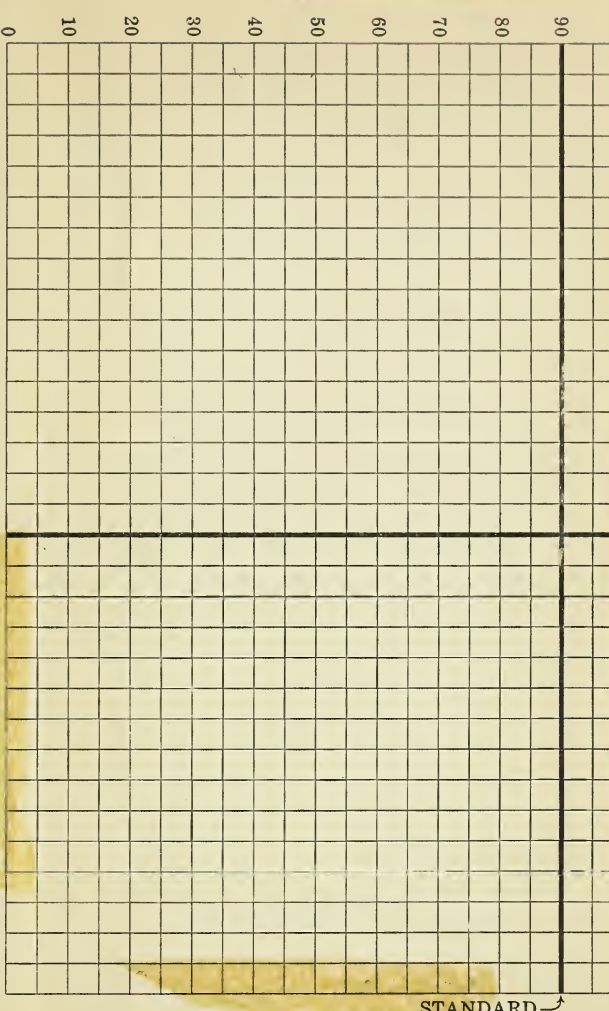


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